Oxford
Word Skills
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## Written English

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<tr>
<td>73</td>
</tr>
<tr>
<td><strong>Review</strong></td>
</tr>
</tbody>
</table>

## Aspects of language

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Introduction

What is Oxford Word Skills?

Oxford Word Skills is a series of three books for students to learn, practise, and revise new vocabulary.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Basic</td>
<td>Elementary and pre-intermediate (CEF levels A1 and A2)</td>
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<td>Intermediate and upper-intermediate (CEF levels B1 and B2)</td>
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<td>Advanced</td>
<td>Advanced (CEF levels C1 and C2)</td>
</tr>
</tbody>
</table>

There are over 2,000 new words or phrases in each level, and all of the material can be used in the classroom or for self-study.

How are the books organized?

Each book contains 80 units of vocabulary presentation and practice. Units are between one and three pages long, depending on the topic. New vocabulary is presented in manageable quantities for learners, with practice exercises following immediately, usually on the same page. The units are grouped together thematically in modules of five to ten units. At the end of each module there are further practice exercises in the review units, so that learners can revise and test themselves on the vocabulary learned.

At the back of each book you will find:

- a vocabulary building table
- an answer key for all the exercises (other than personalized exercises)
- a list of all the vocabulary taught, with a phonetic pronunciation guide and a unit reference to where the item appears

There is a CD-ROM at each level with oral pronunciation models for all the vocabulary taught, and further practice exercises, including listening activities.

What vocabulary is included?

At advanced level, the vocabulary includes:

- a wide range of topics, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, truth and lies, old and new
- different fields of academic English, e.g. literature, science, technical English
- an increased focus on different styles of English, e.g. informal English, newspaper journalism, formal letters
- a wide range of idiomatic expressions, with a particular focus on figurative uses of language
- various aspects of language, e.g. compounds, discourse markers, prepositional phrases

The series includes almost all of the words in the Oxford 3000™, which lists the 3,000 words teachers and students should prioritize in their teaching and learning. The list is based on frequency and usefulness to learners, and was developed by Oxford University Press using corpus evidence and information supplied by a panel of over 70 experts in the fields of teaching and language study. In addition, we have included a wide range of high frequency phrases, e.g. at the last minute, for the time being, as well as items which are extremely useful in a particular context, e.g. in danger of extinction when discussing wildlife conservation, or remanded in custody when discussing the law.
We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases as used in the particular contexts by supplying a clear illustration or glossary definition. Learners should be aware that many English words have more than one meaning, and they should refer to an appropriate learner’s dictionary for information on other meanings.

How can teachers use the material in the classroom?

New vocabulary at this level is presented primarily through different types of text, but also through tables, and where appropriate, through visuals. The meaning of new vocabulary is explained in an accompanying glossary unless it is illustrated in visuals or diagrams. Important items, or those that require additional information, are highlighted by means of ‘spotlight’ boxes.

Here is a procedure you could follow:

- Students study the presentation for 5–10 minutes (longer if necessary).
- You answer any queries the students may have about the items, and provide a pronunciation model of the items for your students where necessary.
- Students do the first exercise, which they can check for themselves using the answer key, or you can go over the answers with the whole class.
- When you are satisfied, you can ask students to go on to further exercises, while you monitor them as they work individually or in pairs, and assist where necessary.
- When they have completed the written exercises, students can often test themselves on the new vocabulary using the cover card enclosed with the book. The material has been designed so that students can usually cover the glossary definitions while they look at the target items, and test themselves; or cover the items and look at the definitions. This is a simple, quick, and easy way for learners to test themselves over and over again, so there is no pressure on you to keep searching for different exercises.
- After a period of time has elapsed, perhaps a couple of days or a week, you can use the review exercises for further consolidation and testing.
- You will often notice the headings ‘About you’ or ‘About your country’. These indicate personalized exercises which give learners an opportunity to use the new vocabulary within the context of their own lives. Students can write answers to these, but they make ideal pair work activities for learners to practise their spoken English while using the new vocabulary. If you use these as speaking activities, students could then write their answers (or their partner’s answers) as follow-up.

How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If working alone, learners should look at the Starter unit first. For self-study, we recommend that learners use the book alongside the CD-ROM, as it gives them a pronunciation model for every item of vocabulary, as well as further practice exercises. They can check their own answers and use the cover card to test themselves. One advantage of self-study learning is that students can select the topics that interest them, or the topics where they most need to expand their knowledge.
Starter: vocabulary at advanced level

Six steps to a wider vocabulary

Here are six ways to help you achieve a wider vocabulary, and become a more effective learner. Each one illustrates a feature of vocabulary learning which is given particular emphasis at the advanced level of Oxford Word Skills.

1. Adding new meanings to familiar words
   An important part of vocabulary expansion is learning new meanings for familiar words.
   What are the different meanings of still in these sentences?
   (Go to Units 11, 28, and 64 to find or check the answers.)

   - Come over here and stand still.
   - Those apples are very nice, but the others are better still.
   - My arm's very sore after the accident. Still, it feels better than it did yesterday.

2. Understanding the figurative meaning of vocabulary items
   Many words have a literal meaning and a figurative meaning. For example, the literal meaning of crawl is to move forwards on your hands and knees, but we can also describe traffic as crawling along the road, which means that it is moving very slowly.
   What is the figurative meaning of the words in bold in these sentences?
   (Go to Units 39 and 42 to find or check the answers.)

   - The contents of the report have already been leaked to the press.
   - Thousands of refugees are now flooding across the border.
   - The Trade Secretary could find herself under the microscope.

3. Expanding your knowledge of collocation
   These are common examples of collocation.

   - She's an old friend.
   - I missed the bus.
   - It's highly unlikely he'll come.

   (= a friend I have known a long time)
   (= I wasn't able to catch the bus)
   (= it's very unlikely he'll come)

   In English, we choose to combine certain words in order to express particular meanings. Other languages might choose different words to express the same ideas: for example, many languages would say I lost the bus where we say I missed the bus. Common collocations appear in all three levels of Oxford Word Skills, but in the Advanced there is an even greater emphasis on this aspect of vocabulary learning.
   Can you complete the collocations in these sentences?
   (Go to Units 4, 9, 45, and 50 to find or check the answers.)

   - Last night we had ________
   - His mother is very elderly and needs ________
   - If we work together on this, we'll be able to ________ our resources.
   - Do you think they'll be able to ________ the deadlock?
Using a wider range of idiomatic expressions

At an advanced level you should be able to use a wider range of idiomatic expressions.
Can you complete these idioms? (Go to Units 39, 59, and 61 to find or check the answers.)

- It may seem a lot of money, but really it’s just a drop in the _________.
- They’re bound to win; it’s a foregone _________.
- She might as well apply for the job; she’s got nothing to _________.
- First and _________. we must decide what to do.

Vocabulary building

At the end of a glossary entry for a particular word, we often include related word forms. Here is an example from Unit 53.

<table>
<thead>
<tr>
<th>Glossary</th>
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</table>
| deteriorate | become worse: deterioration n.  
| interrogation | the process of asking a lot of questions, especially in an aggressive way: interrogate v.  
| catch st out | make sb make a mistake which shows they have been lying  
| humiliated | feeling ashamed because you have lost the respect of other people: humilate ab v.: humiliation n.  
| needless to say | obviously.

We also provide vocabulary building tables at the back of the book. Building word families is an easy way to expand your vocabulary and increase your range of expression.

Can you complete these sentences with the correct form of the word in capital letters? (Go to Units 36 and 71, and the vocabulary building tables on pages 207-8, to find or check the answers.)

- Most people find the treatment very _________.
- They are sure to _________. the results carefully.
- Its behaviour was very _________.
- Some people prefer to maintain their _________.

Vocabulary expansion beyond the book

At this level, we have introduced a new feature called more words. After you have completed a unit and the review section for that unit, more words gives you an opportunity to expand your vocabulary further within the same topic or linguistic area. Here is an example, from Unit 9.

7. un a long way, why might you alternate between walking and running?

8. What should you do if you feel stiff?

A: more words: stumble, trudge, shuffle, meander, get a move on, stampede
Suggested procedure with more words

- Look up the words and phrases listed in more words in a good monolingual dictionary. In the Oxford Advanced Learner’s Dictionary, you will find that the meanings of the phrases are explained at the entry for the word in bold, although it may be different in some other dictionaries.
- Write the word or phrase in your notebook, then leave a small gap before adding the meaning of the item. Below the meaning, write an example sentence using the target word or phrase: take one from the dictionary or write your own. For example:

```
predicament  a difficult or unpleasant situation, especially one where it is difficult to know what to do.

Without any money, he was in quite a predicament.
```

The CD-ROM and cover card

A Walking and running

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You can use the CD-ROM to listen to the texts and dialogues, or to hear the words, and then practise the pronunciation. Or you can look at the word list (pages 236–56) to find out how to say the words.

Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>noun</td>
</tr>
<tr>
<td>v</td>
<td>verb</td>
</tr>
<tr>
<td>adj</td>
<td>adjective</td>
</tr>
<tr>
<td>adv</td>
<td>adverb</td>
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<td>opp</td>
<td>opposite</td>
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<td>syn</td>
<td>synonym</td>
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<td>inf</td>
<td>informal</td>
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<td>fml</td>
<td>formal</td>
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<td>pl</td>
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<td>sing</td>
<td>singular</td>
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<td>usu</td>
<td>usually</td>
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<td>c</td>
<td>countable</td>
</tr>
<tr>
<td>u</td>
<td>uncountable</td>
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<td>pp</td>
<td>past participle</td>
</tr>
<tr>
<td>AME</td>
<td>American English</td>
</tr>
<tr>
<td>BrE</td>
<td>British English</td>
</tr>
<tr>
<td>sth</td>
<td>something (used in glossaries and tables)</td>
</tr>
<tr>
<td>sb</td>
<td>somebody (used in glossaries and tables)</td>
</tr>
<tr>
<td>etc</td>
<td>‘You use etc. at the end of a list to show there are other things, but you aren’t going to say them all.’</td>
</tr>
<tr>
<td>i.e.</td>
<td>‘that is’</td>
</tr>
<tr>
<td>e.g.</td>
<td>for example</td>
</tr>
</tbody>
</table>

Remember to test yourself

Use the cover card to test yourself when you have completed the exercises.
1 I can talk about meaning and style

A Asking about meaning

<table>
<thead>
<tr>
<th>A</th>
<th>Are the words <strong>phrase</strong> and <strong>stage</strong> <strong>synonymous</strong>?</th>
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<tbody>
<tr>
<td>B</td>
<td>In one <strong>sense</strong>, they're <strong>interchangeable</strong>. They both mean a particular point in a process.</td>
</tr>
<tr>
<td>A</td>
<td>It's a bit <strong>ambiguous</strong> to say 'She's a good student', isn't it?</td>
</tr>
<tr>
<td>B</td>
<td>Yes, you can <strong>interpret</strong> it in different ways. Good can mean well behaved or hard-working.</td>
</tr>
<tr>
<td>A</td>
<td>The meaning of <strong>wrapping paper</strong> is <strong>transparent</strong>, isn't it?</td>
</tr>
<tr>
<td>B</td>
<td>Yes, it's <strong>self-explanatory</strong> – just paper for wrapping presents and stuff.</td>
</tr>
<tr>
<td>A</td>
<td>Can you give me a more <strong>precise</strong> definition of <strong>soul</strong>?</td>
</tr>
<tr>
<td>B</td>
<td>Well, it's <strong>virtually</strong> the same as <strong>spirit</strong> – the part of you that is believed to exist after you die. But it can also mean your inner character.</td>
</tr>
</tbody>
</table>

Glossary

- **synonymous** having the same, or nearly the same, meaning. **synonym n.**
- **sense** the meaning of a word or phrase. **interpretation n.**
- **interchangeable** if two things are interchangeable you can use one instead of the other and the effect will be the same. **ambiguity n.**
- **ambiguous** not clear; able to be explained in different ways. **interpretation n.**
- **interpret** sth decide that sth has a particular meaning. **precise** clear and accurate. **syn exact, precision n.**
- **transparent** (of language) easy to understand. **virtually** almost; very nearly (virtually the same/ impossible/certain).

1 Is the meaning the same or different? Write S or D.

<table>
<thead>
<tr>
<th>1</th>
<th>The meaning’s virtually the same.</th>
<th>The meaning’s opaque.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>This is the final phase of the project.</td>
<td>This is the final stage of the project.</td>
</tr>
<tr>
<td>3</td>
<td>These two words are synonymous.</td>
<td>These two words mean the same.</td>
</tr>
<tr>
<td>4</td>
<td>These phrases are self-explanatory.</td>
<td>These phrases are interchangeable.</td>
</tr>
<tr>
<td>5</td>
<td>The meaning is ambiguous.</td>
<td>The meaning is exactly the same.</td>
</tr>
<tr>
<td>6</td>
<td>What she said was quite transparent.</td>
<td>What she said was quite precise.</td>
</tr>
<tr>
<td>7</td>
<td>The soul lives on after the body dies.</td>
<td>The spirit lives on after the body dies.</td>
</tr>
<tr>
<td>8</td>
<td>The word leg has several senses.</td>
<td>The word leg has several meanings.</td>
</tr>
</tbody>
</table>

2 Complete the sentences with the correct form of the word in capitals at the end.

1 If you want to make something clear, it’s better to avoid _______________ AMBIGUOUS
2 She always expresses herself with accuracy and _______________ PRECISE
3 Hide and conceal are very similar, but not completely _______________ SYNONYM
4 In most contexts, get better and improve are _______________ CHANGE
5 I think this sentence is open to _______________ INTERPRET
6 The instructions were _______________; a child could understand them. EXPLAIN

10 EXPANDING YOUR VOCABULARY

Remember to test yourself
B Explaining meaning and style

<table>
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<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>irony n</td>
<td><em>Thank you, Sam;</em> she said, with heavy irony. In fact, Sam had hardly helped at all.</td>
<td>the use of words to say the opposite of what you mean, often humorously (a trace/hint of irony = a little irony).</td>
</tr>
<tr>
<td>ironic adj</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sarcasm n</td>
<td><em>I've broken your CD.</em> 'Oh, that's just great,' was her sarcastic reply.</td>
<td>the use of words to say the opposite of what you mean in order to be unpleasant to sb or make fun of sb.</td>
</tr>
<tr>
<td>sarcastic adj</td>
<td></td>
<td></td>
</tr>
<tr>
<td>figurative</td>
<td>Slim is used figuratively in the sentence. Many firms are slimmer than they were.</td>
<td>(of words) not used with their literal (= usual) meaning.</td>
</tr>
<tr>
<td>literary</td>
<td>Heart can be used in a literary way, e.g. She put her hand on her heart.</td>
<td>used of the kind of language you find in stories and poems.</td>
</tr>
<tr>
<td>disapproving</td>
<td>The dictionary marks stupid as disapproving. (often used in dictionaries) showing that sth is bad or wrong.</td>
<td></td>
</tr>
<tr>
<td>old-fashioned</td>
<td>Spelling means 'green', but it's very old-fashioned.</td>
<td>no longer modern or fashionable. SYN dated, adj in current use.</td>
</tr>
<tr>
<td>slang</td>
<td>In slang, wicked means 'very good'.</td>
<td>very informal words which are not suitable in formal situations.</td>
</tr>
<tr>
<td>pejorative</td>
<td>His pejorative comments about my essay upset me.</td>
<td>rude, expressing disapproval or criticism. SYN derogatory.</td>
</tr>
<tr>
<td>insulting</td>
<td>He called Mark an 'old woman': how insulting!</td>
<td>rude or offensive (deliberately/highly insulting).</td>
</tr>
<tr>
<td>insult sb</td>
<td></td>
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</table>

**Spotlight:** **make fun of someone**

If you make fun of or poke fun at someone or something, you make jokes about them in an unkind way. To mock someone means to make fun of them, often by copying what they say or do.

Stop making fun of her! He's always mocking her country accent.

3. Circle the correct word(s). Sometimes both words are correct.

1. The literal/literary meaning of curtain is 'a piece of cloth which covers a window'.
2. The curtain fell on her career is figurative/dated, meaning 'her career ended'.
3. I hate people making / poking fun of my pronunciation.
4. She told him his acting was brilliant without a hint / trace of irony.
5. He uses sarcasm / old-fashioned language as a way of insulting people.
6. I got upset when my teacher mocked / insulted the way I pronounced 'castle'.
7. He was being ironic / sarcastic - he didn't mean any harm.
8. Telling me I was a second-rate journalist was highly / deliberately insulting.

4. Complete the sentences with a suitable word.

1. The word racist has a negative meaning and is marked '___________' in the dictionary.
2. Her written work is very _____________: it's a bit like reading a novel by Charles Dickens!
3. The children _____________ fun of Josie because of her red hair; it was very cruel of them.
4. My brother's lived abroad for years. He tends to use a lot of informal language and _____________ which is not in _____________ use, so some of his speech sounds rather _____________.
5. Does this phrase have a positive meaning, or is it _____________?
6. I know the literal meaning of flood, but what does it mean when it's used _____________?

Remember to test yourself
I can use familiar words in a new way

### A Phrases and figurative meaning

Familiar words may appear with an unfamiliar meaning (often a figurative meaning), or surrounded by other words that form an idiom or set phrase.

As I crawled along the motorway, I was having second thoughts about staying with Marcus. I'd been in two minds about going in the first place, but it was sweet of him to invite me, and I wasn't tied up, so I said, 'Yes.' But now it dawned on me that he may have had an ulterior motive: he wanted to go out with me! How could I be so thick? Marcus was very nice, but a romantic relationship was the last thing on my mind. How can I get out of this, I wondered? Just as the traffic started to speed up, something went into the back of me and sent the car flying off the road. Dazed but OK, I pulled my mobile out of my bag. 'Is that you, Marcus? Listen, you're not gonna believe this, but . . .'

**Glossary**

- **crawled** (of a vehicle) move very slowly.
- **have second thoughts** start having doubts about a decision you have made.
- **be in two minds about sht** be unable to decide what to do about sht.
- **sweet (of sb)** kind (of sb).
- **be tied up** be busy and unable to do other things.
- **dawn on sb** If sht dawns on you, you begin to realize it for the first time.
- **ulterior motive** a reason for doing sht that you keep hidden.
- **thick** or stupid.
- **be the last thing on sb's mind** be the thing that sb is least likely to be thinking about.
- **get out of sht** avoid doing sht.
- **send sht flying** make sb/sht move quickly and without control.
- **you're not gonna believe this** used to introduce surprising and often unwelcome news (gonna = going to).

1. **Complete the dialogues with a word or phrase.**
   1. Do you still want to go?  
   - Actually, I’m having ___________ _________.
   2. Are you thinking of getting married?  
   - That’s the last thing ___________ _________!
   3. Do you want to go to the wedding?  
   - No, but I can’t ___________ _________ it.
   4. You’re not gonna ___________ _________, but . . .  
   - You’ve lost my keys again! How could you?
   5. Did he bump into you?  
   - Yes, he sent me ___________ _________ across the room.
   6. Are you going or not?  
   - I’m afraid I’m still ___________ _________ about it.
   7. I’m sure it’s just an innocent request.  
   - “Mm. I think he has an ___________ _________ motive.
   8. Could we talk about it this morning?  
   - I’m afraid I’m ___________ _________ this morning.

2. **Complete the sentences using words from the glossary with their more common meanings.**
   1. She’s only eight months old, so she’s still ___________ _________ across the living room floor.
   2. It’s a very ___________ _________ book: almost 1,000 pages.
   3. These oranges are lovely; they’re very ___________ _________.
   4. The men were ___________ _________, with both hands behind their backs.
   5. The morning ___________ _________ with a clear blue sky after the storm.
B Common verbs with less familiar meanings

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>get sb/sth to do sth</td>
<td>I finally got the car to start. I couldn't get him to leave the party.</td>
<td>make or persuade sb/sth to do sth.</td>
</tr>
<tr>
<td>keep sb going</td>
<td>We must eat the grapes—they won't keep. I'll have a sandwich. That will keep me going until lunchtime.</td>
<td>remain fresh. be enough for sb until a later time.</td>
</tr>
<tr>
<td>put sth</td>
<td>It's hard to put your feelings into words.</td>
<td>say or write sth in a particular way.</td>
</tr>
<tr>
<td>push sb</td>
<td>Some parents push their kids really hard. I need to push myself more at work.</td>
<td>make sb work harder.</td>
</tr>
<tr>
<td>leave sth to/with sb</td>
<td>We need to book a table. I'll leave that to you. Leave it to with me—I'll do it.</td>
<td>allow sb to take care of sth.</td>
</tr>
<tr>
<td>make sth sb</td>
<td>My watch says 10.20. What time do you make it? He bought ten more; I make that 25 now.</td>
<td>think or calculate sth to be a particular time or number.</td>
</tr>
<tr>
<td>bring sb somewhere</td>
<td>It was the war that brought him to power. What brings you here? I've got a meeting.</td>
<td>cause sb to reach a particular condition or place.</td>
</tr>
<tr>
<td>come with</td>
<td>I'm sure the radio comes with batteries. The chairs come in four different colours.</td>
<td>be sold or produced with a particular feature.</td>
</tr>
<tr>
<td>do (for sb/sth)</td>
<td>I prepaid six potatoes. Will that do? Will these shoes do for the wedding?</td>
<td>be enough or be acceptable in a particular situation.</td>
</tr>
</tbody>
</table>

3 One word is missing in each sentence. What is it, and where does it go?

2. Take this apple to keep you until lunchtime.
3. If we can find another ten chairs, that will go 90 altogether.
4. It was the fishing that people to this part of the coast.
5. We'd better finish the cream – it won't after tomorrow.
6. He has great ideas but finds it difficult to them into words.
7. I've got a packet of noodles – do you think that will for six people?

4 Complete the dialogues with suitable verbs.

A. Hello. What (1)  you to this part of the building?
B. I can't (2) this new clock to work, and it didn't (3) with instructions. 
A. OK, (4) it with me.
B. Thanks. Oh, one other thing, we've run out of paper for the photocopier.
A. Er, there's some over there. Will that (5) ?
B. Yeah, that'll (6) us going for now.

C. What are the bookings like for this evening?
D. We had two more this morning, so I (7) that 36 now.
C. OK. Well need more tables, then. Can I (8) that with you?
D. I'll see how things go, but I may have to (9) Mario to do it.
C. OK, but don't (10) him too hard; he's had a very tough week.

5 ABOUT YOUR LANGUAGE Translate the meanings in the table into your own language.

Remember to test yourself
3 I can use compounds

A Nouns

Cover the compounds below and read the meanings. Do you know the compounds, or can you guess them?

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Compound noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>an official document that shows you are qualified to drive</td>
<td>driving licence</td>
</tr>
<tr>
<td>an official document showing when and where you were born</td>
<td>birth certificate</td>
</tr>
<tr>
<td>a part for a car or machine to replace an old or broken part</td>
<td>spare part</td>
</tr>
<tr>
<td>a person walking past a place by chance</td>
<td>passer-by</td>
</tr>
<tr>
<td>a short holiday from Friday to Sunday, or Saturday to Monday</td>
<td>long weekend</td>
</tr>
<tr>
<td>the number of years that a person is likely to live</td>
<td>life expectancy</td>
</tr>
<tr>
<td>a path or route that is quicker than the normal way</td>
<td>short cut / shortcut</td>
</tr>
<tr>
<td>clothes that you wear to a party to make you appear a different character</td>
<td>fancy dress</td>
</tr>
<tr>
<td>a short and usually very old song or poem for young children</td>
<td>nursery rhyme</td>
</tr>
<tr>
<td>a machine into which you put money in the hope of winning more back</td>
<td>fruit / slot machine</td>
</tr>
<tr>
<td>your closest living relative (often used on official documents)</td>
<td>next of kin</td>
</tr>
</tbody>
</table>

1 Replace the crossed-out word with a more appropriate word that forms a compound.

1. Do you know a short way to the school from here?
2. I ripped my shirt on the twisted wire around the field.
3. What's the average length for men in your country?
4. I stepped on a drawing nail, it really hurt.
5. I need some paper staples to put these notes together.
6. Have you got any nail paint?
7. Is it easy to get new parts for your car?
8. I stopped and asked a passer-by where the park was.

2 Complete the compound in each sentence.

1. Have you got a driving __________? How long have you had it?
2. Have you written your next of __________ in your passport? Who is yours?
3. Have you been to a __________ party? If so, who did you go as?
4. Do you remember any nursery __________? If so, which one?
5. When did you last go away for a long __________? Where did you go?
6. Do you know where your birth __________ is? If so, where is it?
7. Do you ever play on __________ machines? If so, do you often win?

ABOUT YOU Write answers to the questions in Exercise 2, or ask another student.

EXPANDING YOUR VOCABULARY

Remember to test yourself
**B Adjectives**

It was a *last-minute* decision, but we managed to get a cheap holiday in Spain. The area’s quite *built-up*, but the beach is lovely.

My cousin is very *absent-minded*. He leaves things lying around and then gets *panic-stricken* when he can’t find them.

My brother’s pretty *thick-skinned*, whereas I’m more sensitive. He often criticizes me in front of other people; I find this very *off-putting* and it makes me a bit *tongue-tied*.

Most compound adjectives are hyphenated.

These boots are *worn out* now, but they’ve been incredibly *hard-wearing*.

My uncle’s very *narrow-minded*: whenever I visit him, the rows seem to be *never-ending*. It makes me very *bad-tempered*.

**Glossary**

- **last-minute**: happening at the last possible moment.
- **built-up**: A built-up area has a lot of houses and not many open spaces.
- **panic-stricken**: extremely anxious about sth.
- **thick-skinned**: not easily upset by unkind or critical comments.
- **off-putting**: (of behaviour) irritating or unattractive.
- **tongue-tied**: unable to speak easily because of nerves or shyness.
- **worn out**: 1 (of a thing) no longer useful because it has been used so much. 2 (of a person) exhausted from work or exercise, (of a product) remaining in good condition for a long time.
- **hard-wearing**: (especially of sth unpleasant) seeming to last for ever.
- **bad-tempered**: often angry and easily annoyed.

**Spotlight: Adjectives with -minded**

- **narrow-minded**: not willing to listen to the ideas and opinions of others. Syn *bigoted, closed-minded*.
- **broad-minded, open-minded**.
- **absent-minded**: forgetful.
- **single-minded**: thinking in a concentrated way about sth and determined to achieve it.

**4** Find six compound adjectives using words from the box.

- **built**
- **worn**
- **thick**
- **panic**
- **narrow**
- **bad**
- **minded**

- **tempered**
- **up**
- **skinned**
- **stricken**
- **out**

**5** Complete the sentences with a suitable compound adjective.

1. He’s very bigoted, isn’t he? – Yes, he’s very ________.
2. Had you planned to go? – No, it was a ______________ decision.
3. Were you unable to speak? – Yes, I got completely ____________.
4. He’s very determined, isn’t he? – Yes, he’s extremely ____________.
5. It’s rather irritating behaviour. – Yes, very ____________.
6. They aren’t bigoted, are they? – Quite the opposite. They’re very ____________.

**Remember to test yourself**
C Phrasal verb to compound noun

A number of compound nouns are created from one particular meaning of a related phrasal verb. This gives you an opportunity to learn two words instead of one.

The course has been a real let-down. Some people have dropped out already, and last night the turnout was awful. There could be quite a shake-up at the end of the year.

A car broke down on the side of the road and a lorry crashed into it; we were held up in the ensuing tailback. Fortunately no one was injured, but the car was a write-off.

The break-up of their marriage was a real setback for Paula...

**Glossary**

| for example | a disappointment, let sb down y. |
| drop down (of sth) | leave school, college, a course, etc. without finishing your studies, dropout n. |
| the number of people who attend an event, turn out y. | large changes made in an organization to improve it, shake up v. |
| (of a vehicle or machine) stop working, breakdown n. | delay sth/spend hold-up n. |
| a long line of traffic moving very slowly, tail back v. | a vehicle that is so badly damaged that it is not worth repairing, write off v. |
| the ending of a relationship or association, break up v. | a problem that delays or prevents progress, or makes a situation worse for sb, set sth/spend back v. |

**Spotlight**

outbreak, outlay, etc.

A few compounds based on phrasal verbs change the position of the particle.

**What was the initial outlay?**

When did war break out? (= start)

The outbreak of war followed.

Did he lay out much money? (= spend)

What war was the initial outlay?

---

6 Rewrite the sentences using the phrasal verbs as compound nouns.

- How much did they lay out for the wedding? What was the outlay for the wedding?

1. Did many people drop out?
2. The traffic tailed back for five miles.
3. It set him back when he failed the exam.
4. We were held up for two hours.
5. A car broke down on the motorway.
6. It was awful after they broke up.
7. How many people turned out.
8. It was inevitable that war broke out.

---

7 Complete the sentences with a compound.

1. There was a really good ____________ at the annual food festival. over 3,000 people.
2. My brother had an accident last week. He’s all right, but the car is a _____________.
3. I thought the concert was a real ____________, I was very disappointed.
4. It wasn’t a happy marriage, but I don’t know exactly what caused the _____________.
5. Long ____________ are expected on the motorway after the violent storms.
6. I spent over £50,000 in the end, but the initial ____________ was about £10,000.

---

Remember to test yourself
I can use a range of collocations

A Collocations relating to fire

Collocation is the common combination of particular words with each other. These are some common collocations with fire and flames.

Two boys set fire to the school. = made it start burning.
These buildings catch fire easily. = start to burn.
The fire broke out in the kitchen. = the fire started.
The building is on fire. = burning.
The fire spread to the first floor. = the fire moved and covered a larger area.
The plane burst into flames. = suddenly began burning strongly.
The cottage went up in flames. = was destroyed by fire.
The fire/flames soon died down. = the fire/flames became weak.
They managed to put out the fire. = stop the fire burning. SYN extinguish the fire.
We get a lot of forest fires here. = fires that occur in forests during hot summer months.
I lit a fire this morning. = started a fire for a purpose (e.g. in a fireplace or garden).
The fire went out last night. = the fire stopped burning.

1. Complete the sentences in different ways.

   1. A fire can ________ break out / __________.
   2. A person can ________ / __________ a fire.
   3. A building can ________ fire / be on ________ / ________ into flames / ________ in flames.

2. Complete the text.

A large warehouse near the river ________ fire early this morning. The firebrigade was called when a fire ________ out on the ground floor, but the fire quickly ________ to the upper floors, and the timber roof just ________ into flames. Within minutes, the whole building was ________ fire. By this afternoon firemen had managed to ________ it ________, but the damage has been considerable. The exact cause has not been established, but several boys were seen ________ fire to some wooden boxes near the warehouse entrance.

3. Complete the sentences.

   1. We lit the fire last night but unfortunately it had ________ by this morning.
   2. I shall wait for the noise to ________ before I start speaking.
   3. There was a loud bang and all the lights ________
   4. How can you ask a smoker to ________ their cigarette ________ without being rude?
   5. The fire ________ after the football match.
   6. She ________ tears when I told her about the accident.
   7. They get awful ________ fires in the south of France during the summer.
   8. The government has taken measures to stop the disease from ________.

4. ABOUT YOUR LANGUAGE Translate the sentences about fire into your own language. How similar are they?

Remember to test yourself
B Adjective + noun

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>We had <strong>torrential rain</strong> last night.</td>
<td>very heavy rain.</td>
</tr>
<tr>
<td>They are predicting <strong>gale-force winds</strong> tonight.</td>
<td>very strong winds.</td>
</tr>
<tr>
<td>I had <strong>considerable difficulty</strong> getting here.</td>
<td>a lot of difficulty, syv great difficulty.</td>
</tr>
<tr>
<td>The storms caused <strong>extensive damage</strong>.</td>
<td>a lot of damage, syv widespread damage.</td>
</tr>
<tr>
<td>He speaks with a <strong>strong accent</strong>.</td>
<td>a very noticeable accent, syv slight accent.</td>
</tr>
<tr>
<td>It was a <strong>great honour</strong> to meet the president.</td>
<td>an action or occasion that creates a feeling of pride.</td>
</tr>
<tr>
<td>We made a <strong>real effort</strong> to finish it on time.</td>
<td>a big effort, syv special concerted effort.</td>
</tr>
<tr>
<td><strong>My main concern</strong> is the effect of the drugs.</td>
<td>biggest worry, syv principal concern (also growing concern = an increasing concern).</td>
</tr>
<tr>
<td>It's nice to see a <strong>familiar face</strong>.</td>
<td>a person who you recognise and know.</td>
</tr>
<tr>
<td><strong>Could you give us a brief summary</strong>?</td>
<td>a short statement giving the main points of sth.</td>
</tr>
<tr>
<td>It was a <strong>classic example</strong> of his stupidity.</td>
<td>a very typical example of sth, syv perfect example.</td>
</tr>
<tr>
<td>I had to face <strong>strong criticism</strong> over this time.</td>
<td>a lot of disapproval from others, syv fierce criticism (also widespread criticism).</td>
</tr>
<tr>
<td>The place was in <strong>utter chaos</strong> when I arrived.</td>
<td>a state of complete confusion, syv total chaos.</td>
</tr>
<tr>
<td>The children had a <strong>narrow escape</strong>.</td>
<td>= they were lucky to get away safely.</td>
</tr>
</tbody>
</table>

5 Replace the underlined adjective with a different adjective which keeps the same meaning.

1 I had **great** difficulty with it.                          4 Why is there **strong** criticism?
2 What's your **main** concern?                                5 It'll be **total** chaos.
3 Was there **extensive** damage?                              6 It's a **perfect** example of his writing.

6 Complete the dialogues.

1 Were you proud to meet her? - Yes, it was a great ____________.
2 Did you know anyone at the event? - Yes, there were one or two familiar ____________.
3 Can you give us the details? - No, but I'll give you a brief ____________.
4 Did you try hard enough? - Yes, everyone made a real ____________.
5 Many people disapprove of it. - Yes, there's been widespread ____________.
6 Did they know what to do? - No, it was utter ____________.
7 Does she still sound very foreign? - Yes, she has quite a strong ____________.
8 The car missed me by inches. - So, you had a very narrow ____________.

7 Complete the text.

1 **rain and (2) winds** have caused (3) **chaos on many roads**. The emergency services have had (4) **difficulty clearing some of the roads**, and have been out all night in a (5) **effort to help stranded motorists**. The Highways Agency has said their (6) **concern now is to clear the roads of abandoned cars**. It is feared that local villages will also have suffered (7) **damage**, and there is already (8) **criticism of the authorities**.

18 EXPANDING YOUR VOCABULARY

Remember to test yourself
Collocation in text

Notice how collocation (verb + noun, verb + adjective, adjective + noun, etc.) forms such an important part of a typical passage of English.

Neighbours refuse to mend fences

WHEN BARRY HUNT put a three-metre wire fence round his garden, neighbour Adam Clark thought it was a real eyesore, and asked him to remove it. Mr Hunt took offence and made it clear that he would do no such thing. One year on, the two men still haven’t reached agreement, and now face the prospect of having to settle their dispute in court. “It’s absurd,” said Mr Clark. “He holds me entirely responsible and refuses to take any of the blame. The sad truth is, we’ve reached the point where neither of us will back down.”

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a real eyesore</td>
<td>a building or object that is very unpleasant to look at. show you are angry or upset about sth, or feeling insulted by it.</td>
</tr>
<tr>
<td>take offence (at sth)</td>
<td>make it clear (that) say sth to make sb understand a situation. refuse to do the thing you have been asked to do successfully arrive at an agreement (reach a conclusion/compromise/ verdict).</td>
</tr>
<tr>
<td>make it clear (that)</td>
<td>face the prospect (of/that...) recognize the possibility that sth may happen. end an argument between people (settle an argument). think that sb should be blamed for sth. accept responsibility for sth. arrive at a time or stage at which sth happens. stop asking for sth, or stop saying you will do sth.</td>
</tr>
<tr>
<td>do no such thing</td>
<td>settle a dispute: hold sb responsible (for sth) take the blame (for sth) reach the point (where/when) back down</td>
</tr>
</tbody>
</table>

3 Cross out the word that doesn’t follow the underlined word.

1. You can reach: a) an agreement b) a compromise c) a conversation

2. You can settle: a) a discussion b) an argument c) a dispute

3. You can take: a) offence b) the blame c) responsible

4. Entirely: a) different b) similar c) responsible

5. Not entirely: a) sad b) satisfied c) sure

9 Complete the sentences with a suitable word in each space.

1. Stella thinks the new cinema is a real _______ and I _______ agree; it’s very ugly.

2. He _______ me completely responsible, but I refuse to _______ all the blame.

3. It wasn’t my fault and I _______ that very clear to my boss.

4. How are you going to _______ this dispute if no one is prepared to _______ down?

5. We’ve tried to get him to agree to it, but he won’t _______.

6. He feels we’ve _______ the point where we must decide, but I’m not _______ sure.

7. If we lose our first few opening games, we face the _______ of a difficult season.

8. I’m afraid he took _______ at something I said, so now we’ll never _______ agreement.

Remember to test yourself
## I can use a dictionary productively

Dictionaries include a wide range of information that will help you to expand your vocabulary, and use words more effectively when you speak and write.

<table>
<thead>
<tr>
<th>Dictionary entries</th>
<th>Important information</th>
</tr>
</thead>
<tbody>
<tr>
<td>reflect oʊ/ˈrɛflɛkt/ verb</td>
<td>• The key (Greg) tells you that reflect is in the Oxford 3000 and is an important word.</td>
</tr>
<tr>
<td>1 [v] (usually passive) — sb/sth (in sth) to show the image of sb/sth on the surface of sth such as a mirror, water or glass: His face was reflected in the mirror.</td>
<td>• The numbers tell you that reflect has different meanings.</td>
</tr>
<tr>
<td>4 — (on/upon sth) to think carefully and deeply about sth: [v] before I decide I need time to reflect. o She was left to reflect on the implications of her decision.</td>
<td>• The information in bold tells you that reflect can be followed by different prepositions.</td>
</tr>
<tr>
<td>count oʊ/ˈkɔnt/ verb</td>
<td>• The words in blue give a general idea of the different meanings of count.</td>
</tr>
<tr>
<td>• SAY NUMBERS 1 [v] — (from sth) (to/up to sth) to say numbers in the correct order: Billy can’t count yet. o She can count up to 10 in Italian.</td>
<td>• Dictionaries often provide synonyms (take in is a synonym for one meaning of absorb) and opposites: these help you expand your vocabulary.</td>
</tr>
<tr>
<td>• FIND TOTAL 2 = (sth/up to sth) to calculate the total number of people, things, etc. in a particular group [v] The diet is based on counting calories.</td>
<td>• The phrases in bold show common phrasal structures and/ or collocations: they will help you to use favour naturally in different contexts.</td>
</tr>
<tr>
<td>• INCLUDE 3 [v] to include sb/sth when you calculate a total: We have invited 50 people, not counting the children.</td>
<td>• propose is a formal word and more common in written English.</td>
</tr>
<tr>
<td>absorb əbˈsɔrb/ verb [v][T]</td>
<td>• It is followed by a noun, a that clause, or an -ing form, so you cannot say: He proposed changing the name of the company.</td>
</tr>
<tr>
<td>• LIQUID/GAS 1 to take in a liquid, gas or other substance from the surface or space around: Plants absorb oxygen. o This cream is easily absorbed into the skin.</td>
<td>• circumstance is usually used in the plural (circumstances).</td>
</tr>
<tr>
<td>• INFORMATION 3 to take sth into the mind and learn or understand it</td>
<td>• The Oxford Advanced Learner’s Dictionary has a number of features to increase your vocabulary or help you choose the right word in different situations. This list of actions is included beside the entry for body.</td>
</tr>
<tr>
<td>favour ˈfævər/ noun</td>
<td>• These are adapted extracts from the Oxford Advanced Learner’s Dictionary.</td>
</tr>
<tr>
<td>• HELP 1 [c] a thing that you do to help sb: Could you do me a favour and pick up Sam from school today? o Can I ask a favour? o I’m going as a favour to Ann, not because I want to. o I’ll ask Steve to take it. He owes me a favour.</td>
<td></td>
</tr>
<tr>
<td>propose əˈprɔpəs/ verb</td>
<td></td>
</tr>
<tr>
<td>• SUGGEST PLAN 1 [v] to suggest a plan, an idea, etc. for people to think about and decide on: [v] The government proposed changes to the voting system. o [with/that] It was proposed that the president be elected for a period of two years. o [by/for] He proposed changing the name of the company.</td>
<td></td>
</tr>
<tr>
<td>circumstance əˈsɜːrnəs/ noun</td>
<td></td>
</tr>
<tr>
<td>1 [especially] the conditions and facts that are connected with and affect a situation, an event or an action: The company reserved the right to cancel this agreement in certain circumstances. o changing social and political circumstances</td>
<td></td>
</tr>
<tr>
<td><strong>VOCABULARY BUILDING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>actions expressing emotions</strong></td>
<td></td>
</tr>
<tr>
<td>action</td>
<td>you are...</td>
</tr>
<tr>
<td>hang</td>
<td>ashamed</td>
</tr>
<tr>
<td>lock</td>
<td>anticipating sth good, nervous</td>
</tr>
<tr>
<td>nod</td>
<td>agreeing</td>
</tr>
<tr>
<td>raise</td>
<td>inquiring, surprised</td>
</tr>
<tr>
<td>shrug</td>
<td>doubtful, indifferent</td>
</tr>
</tbody>
</table>

*Remember to test yourself*
1. Complete the sentences with the correct verb, and use the numbers in the dictionary entries to say which meaning is being used.

- There were about twelve on the bus, not counting the teachers.
- I think she'll have to go away and reflect on what we've said to her.
- There's no liquid at the bottom because the sponge absorbed all the juice.
- From the list, I estimated fifteen who still haven't replied to the invitation.
- There was too much information to absorb in one session; I couldn't take it all in.
- In this game, you close your eyes and count up to 50, while we all hide.
- He was standing behind me, but I could see his face reflected in the water.

2. Complete the collocations.

- She just looked at me and shrugged her shoulders.
- I'm sure Bob will do it. He promised me a favour.
- When I told him, he just raised an eyebrow in mild surprise.
- I only went to the party as a guest to Anne.
- He nodded his head, so I assume he agreed.
- You can change the date in certain circumstances.
- The little boy kicked his foot in anger.

3. Cross out the grammar mistake in each sentence and write the correction at the end.

- We could see our faces reflected on the water.
- She proposed to leave the children behind.
- You can take dogs into shops in certain circumstances.
- There were ten people there, no counting the two of us.
- He proposed us to take the car.
- I'll need to reflect in what he said.

4. Use the Oxford Advanced Learner's Dictionary to complete these sentences. You will find the answers in the full dictionary entries for the words shown on page 20.

- Complete the collocation in this sentence with a word that can also mean 'consider':
  - I believed myself lucky to have a job that I really enjoy.
- Complete the idiom in this sentence with the correct prepositions:
  - I'm in your favour
- Complete the idiom in this sentence:
  - Under the , I would prefer not to say anything.
- Complete the idiom in this sentence:
  - The whole incident badly on everyone involved.

5. ABOUT YOUR DICTIONARY Look up the meaning of these adjectives and the preposition which normally follows each one. Then, write a sentence example for each.

- conducive example:
- fraught example:
- devoid example:
- immune example:

Remember to test yourself
6 I can build word families

A Making one word from another

By learning words that are part of the same word family, you can often increase your vocabulary quickly and easily. For example, you will already know the words in the left-hand column below, but do you know the related forms with similar meanings?

<table>
<thead>
<tr>
<th>Word</th>
<th>Example of related word</th>
<th>Meaning of related word</th>
</tr>
</thead>
<tbody>
<tr>
<td>mistake</td>
<td>I mistook her for a friend.</td>
<td>mistake sb/sth for sb/sth wrongly think that sb/sth is sb/sth else.</td>
</tr>
<tr>
<td>excellent</td>
<td>The university excels at/in sciences.</td>
<td>be very good at sb/sth.</td>
</tr>
<tr>
<td>final</td>
<td>I haven’t finalised my plans.</td>
<td>complete the last part of a plan/an arrangement.</td>
</tr>
<tr>
<td>point</td>
<td>The exercise was completely pointless.</td>
<td>having no purpose.</td>
</tr>
<tr>
<td>follow</td>
<td>Chelsea have a large following in Asia.</td>
<td>a group of supporters.</td>
</tr>
<tr>
<td>house</td>
<td>We need more family housing.</td>
<td>buildings for people to live in.</td>
</tr>
<tr>
<td>heart</td>
<td>It was a heartless thing to say.</td>
<td>showing no kindness or consideration. Syn cruel.</td>
</tr>
<tr>
<td>handle</td>
<td>The situation needs careful handling.</td>
<td>the way sb deals with sb/sth.</td>
</tr>
<tr>
<td>emotion</td>
<td>Cancer is a very emotive subject.</td>
<td>causing people to have strong emotions.</td>
</tr>
<tr>
<td>apologize</td>
<td>It’s his fault and he’s very apologetic.</td>
<td>showing you are sorry.</td>
</tr>
<tr>
<td>forgive</td>
<td>His behaviour was unforgivable.</td>
<td>so bad it cannot be forgiven. Syn inexusable.</td>
</tr>
<tr>
<td>describe</td>
<td>The pain in my arm was indescribable.</td>
<td>so extreme it is impossible to describe.</td>
</tr>
<tr>
<td>notice</td>
<td>The scar on his face is quite noticeable.</td>
<td>easily noticed.</td>
</tr>
<tr>
<td>include</td>
<td>Bed and breakfast is £80, fully inclusive.</td>
<td>(of a price or cost) including everything.</td>
</tr>
<tr>
<td>compare</td>
<td>This year’s figures look good. Are there comparable figures for last year?</td>
<td>similar; able to be compared.</td>
</tr>
<tr>
<td>reputation</td>
<td>It’s a very reputable company, so you should be OK.</td>
<td>having a good reputation; known to be good.</td>
</tr>
<tr>
<td>furniture</td>
<td>Are they going to furnish the flats? – One is fully furnished already; the other will be unfurnished.</td>
<td>furnish sth put furniture in a place. Furnished containing furniture. Or unfurnished.</td>
</tr>
<tr>
<td>event</td>
<td>I hear you had a very eventful trip in China.</td>
<td>full of interesting or important things that happen. Or uneventful.</td>
</tr>
<tr>
<td>explain</td>
<td>His behaviour was inexplicable.</td>
<td>that cannot be explained.</td>
</tr>
<tr>
<td>recognize</td>
<td>There is a growing recognition that we can’t go on polluting the atmosphere.</td>
<td>acceptance that sb/sth is true or legal.</td>
</tr>
</tbody>
</table>

**Spotlight**

Different related forms

There may be several related forms with different meanings.

I thought the meeting was very worthwhile (= important; interesting, etc.)

*The necklace is worthless.* (= without value)   *He’s a worthy champion.* (= one who deserved to win)
1. Circle the correct word.
1. The company is very **reputable** / reputable, so I'm sure you can rely on it.
2. You get flights, accommodation, and food; it's fully **inclusive** / included.
3. I don't know why the brakes failed; it's **unexplainable** / inexplicable.
4. We're amateurs and they're professionals, so we're not **comparable** / comparable.
5. The way he treated Jan was **inexcusable** / unacceptable.
6. Nothing much happened; it was rather an **eventless** / uneventful evening.
7. The delay was his fault, but he wasn't very **apologizing** / apologetic about it.
8. The whole thing was **undescribable** / indescribable.

2. Rewrite the sentences using the correct form of the word in capitals. The meaning must stay the same.
1. They have a great reputation for sport. **EXCEL**
2. I think he deserved to win. **WORTHY**
3. Nothing much happened at the party. **EVENT**
4. The flat hasn't got any furniture. **FURNISH**
5. The tip was a waste of time. **POINT**
6. It's an interesting vase but it has no value. **WORTH**
7. A lot of people support the movement. **FOLLOWING**
8. People are increasingly aware of its value. **RECOGNIZE**

3. Complete the dialogues with a suitable word.
1. Are there enough homes? ~ No, we need more ____________.
2. Can you still see the marks? ~ Yes, they're quite ____________.
3. Was she sorry? ~ Yes, she was very ____________.
4. Is that £65 for everything? ~ Yes, it's fully ____________.
5. Her behaviour was dreadful. ~ Yes, absolutely ____________.
6. Was there any reason to do that? ~ No, it was completely ____________.
7. Do they have a lot of support here? ~ Oh yes, a massive ____________.
8. Do you need to buy furniture? ~ No, it's fully ____________.

4. Complete the sentences with a suitable word.
1. Jan and Brad still have to ____________ the arrangements for the wedding reception.
2. It's a very good school and they ____________ at languages.
3. Capital punishment is a very ____________ issue; people have strong feelings about it.
4. I was impressed with the police; their ____________ of the situation was just right.
5. He never listens to anyone, so it's ____________ giving him advice.
6. I walked off with someone else's coat; I ____________ it for my own.
7. Flats in big cities are expensive in England. A ____________ flat in Spain would cost less.
8. Stephen's remarks were very cruel. How could he be so ____________?

5. ABOUT YOUR COUNTRY. Write answers to the questions or ask another student.
1. If you rent a flat, is it usually furnished or unfurnished? ____________
2. Which football team has the largest following? ____________
3. Do hotels usually give a fully inclusive price for a room and breakfast? ____________
4. Is housing a particular problem in any part of the country? ____________
5. Are prices generally comparable with other countries nearby, or are they very different? ____________

Remember to test yourself
Saying things another way

If you know different parts of a word family, you can express ideas in different ways. Notice the words in bold which go together, e.g. keep yourself occupied.

How does she occupy her time?
Did he confess to the robbery?
He won't commit himself, will he?
What's the origin of the disease?
Did he assure you it would be OK?
Should we try to simplify things?
Was he abused when he was young?
Couldn't you defend yourself?
Are the injuries severe?
What does the report indicate?

- She keeps herself occupied with work.
- Yes, he eventually made a confession.
- No, he just can't make a commitment.
- Nobody knows where it originated.
- Yes, he gave us his full assurance.
- Yes, we need a simplification of the rules.
- Yes, he suffered physical abuse as a child.
- No, I was completely defenceless.
- We don't know the severity of them yet.
- Well, it gives some indication of progress.

Glossary

occupy sth  fill or use a space, area, or amount of time. occupied adj.
confess (to sth)  admit formally that you have done sth wrong or illegal. confession n.
commit yourself  promise to do sth that requires time and loyalty. commitment n.
origin  the cause of sth, or the place where it starts to exist. originate v.
assure sb (that / of sth)  tell sb that sth is definitely true or definitely going to happen. assurance n.
simplify sth  make sth easier to do or understand. simplification n.
abuse sb  treat sb in a cruel or violent way, often sexually. abuse n.
defend sb / yourself  protect sb or yourself. defenceless adj.
severe  extremely bad or serious. severity n.
indicate sth  show that sth exists or is likely to be true. indication n.

6 Find the missing word in each sentence and show where it goes.

- It was a simplification of the facts of
  1 He needs something to himself occupied.
  2 When he attacked me, I couldn't defend
  3 What's the origin this idea?
  4 When did he the confession?
  5 She assured it would be fine.
  6 He just wasn't able to commit.

7 Rewrite the sentences using a related form of the underlined word.

- What's the origin of this?
  1 A lot of people abuse alcohol.
  2 I want a simplification of the procedure.
  3 Does the research indicate a link?
  4 He's got to commit himself.
  5 Did she confess?
  7 The boy was racially abused
  8 I was surprised at how severe the conditions were.

8 Test yourself. Cover the answers at the top of the page and look at the questions. Can you ask the questions using a related word form?
Review: Expanding your vocabulary

Unit 1

1 Complete the dialogues using a suitable word that isn’t used in the question.

1. You can explain this in different ways, can’t you? — Yes, it’s a bit __________.
2. Is the meaning obvious? — Yes, it’s completely __________.
3. Is this word rather dated now? — Yes, it’s quite __________.
4. She gets upset when he mocks her. — I know; he shouldn’t __________ at her.
5. Is this word quite negative? — Yes, dictionaries mark it as __________.
6. Is that the exact meaning? — To be honest, I can’t give you a __________ definition.
7. Can I use ‘miserable’ instead of ‘sad’? — Yes, in this context, they’re __________.
8. Do they mean the same? — Not exactly, but __________ the same. (Don’t use almost or nearly!)

A/ more words: derivative, taboo, dialect, satirical, pun, archaic, overtones

Unit 2

1 Rewrite the sentences using the words in capitals. Make any necessary changes, but the meaning must remain the same.

1. I suddenly realized who had stolen my mobile. DAWN
2. I can’t decide what to do about the job. TWO MINDS
3. In his haste, he knocked the vase over. FLYING
4. She ate some chocolate, which was enough until she was rescued. KEEP
5. The laptop’s a bargain and includes free software. COME
6. Do many people try to avoid paying tax? GET
7. You were so kind to do that for me. SWEET
8. Changing his job is his least likely option. MIND

A/ more words: look up these words in a dictionary and see if you can find at least one new meaning for each one, or a new idiom containing the word: break, settle, pull, stick, hold

Unit 3

1 Tick the word(s) in italics that are possible. One or two may be possible.

1. He had a panic-stricken look. □ occasion □
2. Look at his worn out shoes. □ equipment □
3. It was an off-putting single-minded □ remark.
4. We had a long hold-up □ dropout □
5. The police spoke to the passer-by □ next of kin □
6. The car □ exercise □ was a write-off.
7. It was a terrible setback □ break-up □
8. Use that drawing pin □ paper clip □ in the wall.

REVIEW: EXPANDING YOUR VOCABULARY   25
2 Make compounds using a word on the left with a word on the right. Then use them to complete the sentences below.

| barbed | break | last | part | out | down | nursery | open | shake | mind | minded | minded | minute | wire | rhymes | up |

1. You need to be more _______________ and listen to new ideas.
2. We made a _______________ booking on the internet and flew out the following day.
3. She thinks she's too old to listen to _______________.
4. We were a bit late, so I decided to take a _______________. What a silly idea that was!
5. There was an impressive _______________ for the meeting – over 100, in fact.
6. I'm a bit worried about my grandmother – she's getting rather _______________.
7. We need a _______________ for the coffee machine – I'll order one on the internet.
8. There's been a management _______________ so I think things will start looking up soon.
9. If you have car _______________ insurance, you can get help very quickly on the road.
10. The _______________ is designed to keep the animals in and people out.

A/ Z: more words: use your dictionary to find more compound nouns and adjectives starting with these items: Birth (e.g. birthplace), paper, public, life, short, and nail

Unit 4

1 One word is missing in each line. What is it, and where does it go?

**TAUNTON HOTEL GOES UP IN FLAMES**

- Firefighters were called out last night to a Taunton hotel which fire
- at around midnight. It appeared that the fire had broken on the first
- floor and rapidly throughout the building. Unfortunately it coincided
- with gale winds which fuelled the flames. Although they had no
- advance, the guests were able to get out and the hotel manager felt
- they had had a escape. Firefighters fought the blaze for several
- hours but eventually put it. This fire comes at a time when
- there is growing about the health and safety regulations in holiday
- accommodation; the hotel owners now face the of an enquiry into
- the causes of the fire, and if they are held, they could face prosecution.

2 Complete the speech with a suitable word.

"Over the years, our city has had (1) __________ difficulty in raising the finance to pull down the ugly
- bus station which is a (2) __________ eyesore, and replace it with something far more attractive and
- practical. At last, it seems, we have managed to (3) __________ an agreement with the banks, and
- we are now reaching the (4) __________ where we can start to work on the design in more detail.
- We know there has been (5) __________ criticism of the initial plans, but I would like to
- (6) __________ it absolutely clear that our main (7) __________ has always been to find a design
- which will be acceptable to everyone; to that end we hope we can reach a (8) __________ with all
- parties involved. It is therefore an (9) __________ that the distinguished architect, A. C. Rally, who

26 REVIEW: EXPANDING YOUR VOCABULARY"
also happens to be a (10) ___________ face in the city, has agreed to give us a (11) ___________ summary of his proposed plans. Mr. Rally, over to you.

AZ | more collocations: extensive research, sounds familiar, widespread support, settle the bill, face the consequences, catch sb by surprise

Unit 5

Complete the crossword. The letters in the grey squares spell a word. What is it?

1 You __________ your lips when you are nervous or expect something good to happen.
2 There are fifteen of us, though I didn’t __________ the babies as they travel free.
3 I need time to __________ on this before I make a decision.
4 There was far too much information for me to __________ on the spot.
5 You don’t seem to care – don’t just __________ your shoulders and walk away!
6 Children sometimes __________ their feet when they’re angry or frustrated.
7 I’ll ask Sue to give me a lift: home; she owes me a __________ anyway.
8 You are only allowed to take dictionaries into the exam under certain __________.
9 If you __________ your eyebrows like that, you look surprised.
10 We __________ these changes in the belief that they will be beneficial to everyone.
11 She __________ her head in shame.

AZ | more words: look at the dictionary entry for a very common word such as face, head, or take.
Note down five or six new collocations, phrases, or phrasal verbs that include your target word.

Unit 6

1 Complete the tables.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Adjective</th>
<th>Adjective</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>apologize</td>
<td>final</td>
<td>point</td>
<td></td>
</tr>
<tr>
<td>occupy</td>
<td>excellent</td>
<td>emotion</td>
<td></td>
</tr>
<tr>
<td>forgive</td>
<td></td>
<td>heart</td>
<td></td>
</tr>
<tr>
<td>defend</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AZ | more words: you will know the following words in bold, but do you know the related forms in brackets? authority (authoritarian, authoritative, unauthorized); escape (escapism, inescapable); man (manly, mankind, unmanned); standard (substandard, standardize)
7 I can describe the human body

A Physical features

My niece Keira’s so cute. She’s got chubby cheeks and huge blue eyes.
My nephew Tom’s got ginger hair and freckles.
My cousin Jessica’s wearing a brace to straighten her teeth.
My sister has a gorgeous figure – and she shows it off at every opportunity.
My uncle’s got a paunch which really sticks out. He needs to lose weight.
Grunt’s getting on for 80. She’s got lots of wrinkles and looks a bit frail.

Glossary

cute (of babies, puppies, etc.) pretty and attractive.
slightly fat, but in an attractive way

chubby (chubby cheeks, fingers).
gorgeous very beautiful and attractive. 
vys lovely.
show sth that you are proud of.

show sth off

punch a fat stomach on a man.

stick out

1 be or push out further than sth else. 2 be noticeable.

be getting on for sth

be nearly a particular age, time, or number.

(especially of an old person) physically weak and thin. frail.

fraile (A person who is
doddering walks slowly and shakily because they are frail.)

1 Find six more pairs of words in the box and explain the connection.

babies frail paunch doddery freckles stomach hair

chubby brace cute skin ginger teeth fat

- Babies are often described as cute.

2 Complete the sentences.

1 My daughter wants to go out and her new clothes to her friends.

2 My mum’s but still has a figure.

3 Most babies seem to have a round face and chubby

4 I don’t like my hair curly: I want to it.

5 He’s got big ears that and make him look rather funny.

6 There’s a picture of the two kittens asleep on a chair. They look very

Remember to test yourself
The body and clothes

Dress FOR YOUR shape

The key to dressing for your body shape is to enhance your best features and discreetly conceal the not-so-good ones.

Here are a few guidelines:
- Wearing dark colours or vertical stripes will create the illusion of being slimmer.
- For women, high heels are flattering because they exaggerate the length of the legs.
- If you are pear-shaped (narrow shoulders and broad hips), jeans that sit below the waist are flattering, as they draw attention to the waistline and make the bottom look smaller.
- For women with broad shoulders and narrow hips, a V-neck dress draws attention down and in, and away from the shoulders and arms.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>the key to sth</td>
<td>the thing that makes you able to understand or achieve sth. = the secret of sth.</td>
</tr>
<tr>
<td>enhance sth</td>
<td>increase or improve the quality, value, or status of sth. = make sth better</td>
</tr>
<tr>
<td>feature</td>
<td>a part of sth’s face or body</td>
</tr>
<tr>
<td>discreetly</td>
<td>in a way that others will not notice, discrete way, = in a discreet way</td>
</tr>
<tr>
<td>conceal sth</td>
<td>hide sth.</td>
</tr>
<tr>
<td>guideline</td>
<td>information that can help you, e.g. to make a decision.</td>
</tr>
<tr>
<td>create an illusion</td>
<td>making sth which is false appear true. = make sth look more attractive.</td>
</tr>
<tr>
<td>flattering</td>
<td>making sth look more attractive, unflattering.</td>
</tr>
<tr>
<td>exaggerate sth</td>
<td>make sth seem more/look more important than it really is. = exaggeration</td>
</tr>
</tbody>
</table>

3 Circle the correct word(s).
1. If you create an illusion, you make something appear true / false.
2. Guidelines tell you something / help you.
3. If you enhance something, it's positive / negative.
4. If you attract someone’s attention, they like / notice you.
5. If you exaggerate something, you make it seem more / look more important than it really is.
6. If you do things in a discreet way, people usually notice / don’t notice.
7. If you wear something that is flattering, it makes you look worse / better.
8. If you conceal something, others can / can’t see it.

4 Complete the sentences with a suitable word from above.
1. If you don’t ___________ attention, you won’t learn anything.
2. Those trousers are very ___________; they make her look fat.
3. The right clothes can show off your best ___________. e.g. long legs or a slim waist.
4. I don’t look good in jeans: my waist is quite small but I’ve got broad ___________.
5. Clothes with vertical ___________ tend to make you look slimmer.
6. The ___________ to her success is good looks, not talent!
7. He wears a hat because he doesn’t want to ___________ attention to the fact he’s bald.
8. To say he’s the best-looking man in the world is a bit of an ___________.
8 I can talk about body language

A. Reading the signs

BODY LANGUAGE can be very informative, but if you jump to conclusions when you interpret a particular gesture, you may misunderstand what it means. For example, people who look away to avoid eye contact may not necessarily be lying; they could just be very shy. To understand body language, therefore, we need to observe a combination of behaviour that a person displays. With lying, for example, look out for any or all of these:

- avoidance of eye contact
- going red
- biting fingernails
- sweating
- excessive hand gestures.

Glossary

- jump to conclusions: make a decision about sth too quickly, before you have thought about all the facts. Syn.: leap to conclusions.
- gesture: a body movement you make to show a particular meaning.
- misinterpret sth: if you misinterpret sth, you understand it wrongly.
- eye contact: the action or moment of looking into another person's eyes.
- unnecessarily: used to say that sth is possibly true but is not always true.
- observe sth: put see or notice sth; an observant person is good at noticing things. observation n.
- combination: a mix of two or more things. combine v.
- display sth: show signs of sth, often a quality or a feeling. display n.
- look out for sth: look and try to see or find sth.
- go red: become red in the face, often when you're angry or embarrassed.
- sweat: if you sweat, water appears on the surface of your skin because you are hot. perspire v.; (The related nouns are sweat and perspiration.)
- excessive: more than is reasonable or necessary. excess n.; exceed v.

1. Good or bad? Write G or B.

1. He sweats a great deal. ________
2. She goes red all the time. ________
3. She has strong powers of observation. ________
4. She never bites her fingernails. ________
5. She's covered in perspiration. ________
6. He always leaps to conclusions. ________
7. He can't make eye contact with me. ________
8. The cost didn't exceed his ability to pay. ________

2. Complete the sentences with a suitable word.

1. You should stop and think before ________ to conclusions.
2. The teacher said she'd ________ for more articles on body language.
3. My brother is very ________; he always notices people's body language.
4. Even when he's very angry, he doesn't ________ any sign of emotion.
5. It's easy to ________ someone's body language if you don't know them very well.
6. If you go red, does it mean you're angry? ~ No. ________
7. I use hand ________ a lot, but I hope they're not ________.
8. The increase in the number of students is the result of a ________ of different factors.

Remember to test yourself
B Interpreting gestures

Here are some common interpretations of gestures, although bear in mind the danger of making generalizations about body language (as stated on the previous page).

A clenched fist shows anger; folded arms may imply stubbornness.

People who lean towards each other are displaying an interest in each other.

Women who fancy someone often fiddle with their hair; men stroke an earlobe. Women tilt their heads to show more of their neck when they're flirting.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear sth in mind</td>
<td>remember to consider sth.</td>
</tr>
<tr>
<td>make generalizations</td>
<td>make general statements about sth that may only be based on a few examples.</td>
</tr>
<tr>
<td>about sth</td>
<td>generalize v.</td>
</tr>
<tr>
<td>imply sth</td>
<td>suggest that you feel or think sth without saying so directly.</td>
</tr>
<tr>
<td>stubbornness</td>
<td>a determination not to change your opinion or attitude. svs obstinacy.</td>
</tr>
<tr>
<td>fancy sb</td>
<td>be attracted to sb.</td>
</tr>
<tr>
<td>fiddle with sth</td>
<td>keep moving or touching sth with your hands.</td>
</tr>
<tr>
<td>stroke sth</td>
<td>move your hand or fingers gently over the surface of sth.</td>
</tr>
<tr>
<td>flirt (with sb)</td>
<td>behave toward sb as if you find them sexually attractive, but not in a serious way.</td>
</tr>
</tbody>
</table>

3 Cross out the wrong word.
1. make / do generalizations
2. a clenched hand / fist
3. stroke / fancy someone's arm
4. fold your arms / legs
5. fiddle with / on something
6. flirt with someone / something

4 Complete the words in each sentence.
1. He didn't actually say I was being rude, but that was the impression.
2. Both girls like Conrad, and they're always fiddling with him.
3. She leaned in close towards him and whispered in his ear. I think she was fancying him.
4. If my dad decides something, he won't change his mind; he's very stubborn.
5. When a man talks to a woman and strokes her ear, it shows that he fancies her. But bearing in mind that it is very dangerous to generalize about body language.
6. Girls often stroke / fancy their hair when they fancy someone, or they're bored.

5 ABOUT YOU Write your answers or ask another student.
Do you do any of these things? If so, what do you think they often mean?
- stroke your ear, chin, or the back of your head?
- fiddle with your hair, jewellery, or watch strap?
- fold your arms or cross your legs?
- clench your fist or bite your nails?

Remember to test yourself
# I can describe physical movement

## A Walking and running

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>creep</td>
<td>I crept up the stairs, so that I wouldn’t make anyone.</td>
<td>move slowly and quietly so you are not seen or heard (also tiptoe = walk on your toes so you are not heard).</td>
</tr>
<tr>
<td>stroll</td>
<td>We strolled along the beach.</td>
<td>walk casually for pleasure.</td>
</tr>
<tr>
<td>limp</td>
<td>He limped quite badly after his accident.</td>
<td>walk slowly and with difficulty because one leg or foot is injured.</td>
</tr>
<tr>
<td>stagger</td>
<td>Despite his injury, he staggered to the nearest house and phoned for help.</td>
<td>walk with difficulty, being almost unable to stand up.</td>
</tr>
<tr>
<td>hike</td>
<td>They hiked across the countryside.</td>
<td>walk long distances in the country.</td>
</tr>
<tr>
<td>march</td>
<td>The soldiers marched for over 20 kms.</td>
<td>walk with stiff regular steps.</td>
</tr>
<tr>
<td>chase sb/sth</td>
<td>Police chased the man for miles.</td>
<td>run, drive, etc. after sb/sth to catch them.</td>
</tr>
<tr>
<td>dash</td>
<td>I dashed across the road for the bus.</td>
<td>run quickly and suddenly.</td>
</tr>
<tr>
<td>gallop</td>
<td>The horse galloped across the field.</td>
<td>(of a horse or rider) run quickly.</td>
</tr>
<tr>
<td>charge</td>
<td>An angry section of the crowd charged towards the security men.</td>
<td>move quickly in a particular direction, often to attack sb/sth.</td>
</tr>
</tbody>
</table>

1. **Correct the underlined verb in the sentences.**

   1. He obviously had a bad leg; he was **hiking**.
   2. The man was clearly drunk, but managed to **gallup** home after the party.
   3. The car appeared suddenly, so I had to **stroll** across the road.
   4. I got nervous as the horse **crept** towards me.
   5. My dog loves to **tipped** rabbits.
   6. The victorious army **tipted** into town.
   7. I **limped** to the door when the alarm went off.
   8. I **marched** upstairs, so he wouldn’t know I was there.

2. **Rewrite the sentences using the underlined verbs as nouns.**

   Make any other changes that are necessary.

   - We **hiked** across the valley. We went for a **hike** across the valley.
   - He **limped** badly. He
   - It was raining, so we **dashed** for cover. It was raining, so we
   - They **strolled** along the beach. They
   - The horses soon started **galloping**. The horses soon
   - Who was at the front when they **charged**? Who
   - Did you see the car **chasing** the other one? Did you see

![](https://example.com)
Physical exercise

My 20-minute workout

I'm not as supple or agile as I used to be, and I was beginning to feel quite stiff and sluggish
first thing in the morning, so I asked a friend to devise
a workout routine for me. First I loosen up with some
stretching and bending; then I go on to something
more strenuous. I don't like press-ups — I find them
relentless, and I also have a recurrent elbow problem.
I prefer to alternate between jogging and sprinting
because I enjoy the constant change of activity.

Glossary

workout a period of physical exercise you do to keep fit. work out v.
supple able to bend and move parts of your body easily.
agile able to move quickly and easily. agility n.
stiff feeling some pain and unable to move easily. stiffness n.
sluggish moving slowly. below your normal activity level. sluggishness n.
device sth invent a method or plan of doing sth. syn think sth up.
loosen up do physical activities to prepare the muscles for exercise. syn warm up.
bend lean over at the waist (also bend your knee, elbow, etc.).
strenuous needing effort and energy. syn arduous.
relentless a thing that is relentless never seems to stop or get any easier.
recurrent happening or appearing again and again. recur v.
alternate between A and B run a short distance very fast.

3 Circle the correct word(s). Sometimes both are correct.
1 I slept badly, so I feel a bit stiff / sluggish today.
2 Stretch / Bend your knees and touch your toes.
3 Gymnasts always look so supple / agile.
4 I recur / alternate between swimming and cycling.
5 My brother thought up / devised this new training
   method last year.
6 The garage is in relentless / constant use.
7 Lifting weights is quite strenuous / arduous.
8 I have this recurrent / constant back problem, but I'm fine at the moment.

4 Complete the sentences with a suitable word or phrase.
1 I couldn't do any work because of the ______________ interruptions.
2 For breakfast I usually _______________ between cereal and toast.
3 It's important to _______________ first before you do any strenuous exercise.
4 My brother used to do 50 _______________ every day.
5 I could _______________ when I was younger but I can't run very fast now.
6 They've been burgled three times and now live in constant _______________.

Remember to test yourself
10 I can describe sounds

A A sound story

It was a dark and stormy night; I shut my eyes...
The windows rattled in the wind and there was a distant rumble of thunder. Trees rustled and big raindrops splashed onto the windows.

Then someone beeped their horn and a car stopped with a screech of brakes. Someone slammed the car door shut... footsteps squelched through the mud... a floorboard on the stairs creaked... and there was a high-pitched scream - from me!

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Spotlight: Ergative verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>rattle</td>
<td>Ergative verbs, e.g. slam, splash, roll, rustle, beep, can be used in a transitive and intransitive way with the object in the transitive structure (e.g. the door) being the subject in the intransitive structure.</td>
</tr>
<tr>
<td>rumble</td>
<td></td>
</tr>
<tr>
<td>rustle</td>
<td></td>
</tr>
<tr>
<td>splash on/onto</td>
<td></td>
</tr>
<tr>
<td>beep</td>
<td></td>
</tr>
<tr>
<td>screech</td>
<td></td>
</tr>
<tr>
<td>slam/shut (shut)</td>
<td></td>
</tr>
<tr>
<td>squelch</td>
<td></td>
</tr>
<tr>
<td>creak</td>
<td></td>
</tr>
<tr>
<td>high-pitched</td>
<td></td>
</tr>
</tbody>
</table>

1 Complete the sentences with a word describing the sound you might hear.

1. Computers, reversing lorries, and brakes can all make a ________ sound.
2. Bottles in a bag, stones in a box, and old cars can make a ________ noise.
3. Feet walking through muddy fields make a ________ noise.
4. You can ________ the lid of a box, a fridge door, or a gate.
5. An old staircase and a bedroom door may ________.
6. A mobile phone ring tone, a whistle, and a child screaming make a high-______ sound.
7. Newspapers or autumn leaves make a ________ noise.
8. Distant traffic, gunfire, or thunder can make a ________ noise.

2 Complete the text with a suitable word.

I share an office with two colleagues and it’s really hard to work with the constant noise. One of them sits on a wooden chair that (1) ________ every time he moves; the other is constantly (2) ________ bits of paper as he works. Plus he has a mobile phone which is always (3) _________. Across the corridor, there’s a man who has a very (4) ________-pitched voice and he always seems to be (5) _________. At his secretary, poor woman. He’s extremely bad-tempered and can’t even leave his office without (6) ________ the door. It drives me mad. To make matters worse, there’s a constant low (7) ________ of traffic outside, and as our windows don’t fit properly, they (8) ________ when it’s windy. I think I’m in the wrong job.
### Animal sounds, human behaviour

Words describing animal sounds are often used figuratively to describe human behaviour.

<table>
<thead>
<tr>
<th>Animal sound</th>
<th>Meaning</th>
<th>Human behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>dogs bark</td>
<td>make a short loud sound.</td>
<td>My boss’s bark is worse than his bite. <em>fig</em> = He’s not really as angry or aggressive as he sounds.</td>
</tr>
<tr>
<td>wolves howl</td>
<td>make a long loud cry.</td>
<td>He was howling in pain. = crying loudly with pain. The audience howled with laughter. = laughed loudly.</td>
</tr>
<tr>
<td>dogs growl</td>
<td>make a deep, angry sound.</td>
<td>‘What are you doing here?’ he growled. = said in a low, angry voice. <em>syn</em> snarl.</td>
</tr>
<tr>
<td>bees buzz</td>
<td>make a continuous low sound.</td>
<td>After the meeting, my head was buzzing for hours. = I was thinking about it continuously. I was buzzing about all day. = moving around continuously from place to place.</td>
</tr>
<tr>
<td>lions roar</td>
<td>make a very loud deep sound.</td>
<td>There was a huge roar when Dragba scored. = a huge noise from the crowd. We roared with laughter. = laughed loudly.</td>
</tr>
<tr>
<td>mice squeak</td>
<td>make a short high but not loud sound.</td>
<td>‘I’ve won the cup!’ she squeaked down the phone. = spoke in a high-pitched, excited voice. squeaky say.</td>
</tr>
<tr>
<td>cocks crow</td>
<td>make repeated loud sounds especially in the morning.</td>
<td>He was crowing about his victory all night. = talking too proudly about. <em>syn</em> boast (about <em>sth</em>).</td>
</tr>
<tr>
<td>owls hoot</td>
<td>make a long ‘oo’ sound.</td>
<td>She hooted at me. = sounded her car horn. There were hoots of derision from the audience, = loud cries suggesting sb is stupid.</td>
</tr>
</tbody>
</table>

3. Write the correct animal for each noise.

- dogs roar ________  3 mice bark ________  6 dogs crow ________
- cats squeak ________  4 bees howl ________  7 wolves buzz ________
- lions roar ________  5 owls growl ________

4. Positive or negative? Write *P* or *N*.

1. We were howling with laughter. ________  5. She roared with laughter. ________
2. There were hoots of derision. ________  6. She growled at me. ________
3. He boasts a lot. ________  7. His head’s buzzing with ideas. ________
4. She was crowing about her results. ________  8. He snarled at me. ________

5. Complete the sentences.

1. We were a long way away, but we could hear the ________ from the stadium.
2. The tiger was lying there, ________ in pain, but we couldn’t get nearer to help.
3. Don’t worry about Mrs Clarkson – her ________ is worse than her ________.
4. The speaker had a high-pitched, ________ voice which was a bit annoying to listen to.
5. The driver ________ at me but I just sat waiting for the children to cross the road.
6. Ella was ________ about, passing drinks and handing out snacks to the party guests.

Remember to test yourself
11 I can describe sight

A Are computers bad for your eyesight? ☞

Many of us spend hours every day working at a computer. As a result, eye strain, discomfort, and blurred vision are common complaints. Most people also blink less frequently when they are concentrating, resulting in poor tear production and dry, irritated eyes. Here's how you can change your computer use and ease your discomfort:

- Adjust your computer screen so that it is 50–65 cm from your eyes, just below eye level.
- Adjust lighting to eliminate glare.
- Take frequent breaks, blink often to keep your eyes moist, and let your eye muscles relax by looking into the distance every 15 minutes.

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Spotlight</th>
<th>sighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyesight</td>
<td>the ability to see. A sight. (You may have good/poor eyesight.)</td>
<td>If you are short-sighted, you are only able to see things if you are near you. Ever long-sighted. A partially sighted person can see very little.</td>
</tr>
<tr>
<td>eye strain</td>
<td>a slight pain in your eyes, e.g. from reading a lot. A feeling of slight pain.</td>
<td></td>
</tr>
<tr>
<td>discomfort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blurred vision</td>
<td>If your vision is blurred you cannot see clearly. Shut and open your eyes quickly. A drop of liquid that comes out of your eye when you cry.</td>
<td></td>
</tr>
<tr>
<td>blink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tear</td>
<td>A painful, red, or swollen irritation.</td>
<td></td>
</tr>
<tr>
<td>irritated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ease sth</td>
<td>Make sth less unpleasant or painful. A alleviate sth.</td>
<td></td>
</tr>
<tr>
<td>adjust sth</td>
<td>Change sth slightly to make it more suitable. A adjustment s.</td>
<td></td>
</tr>
<tr>
<td>eliminate sth</td>
<td>Remove or get rid of sth. A elimination s.</td>
<td></td>
</tr>
<tr>
<td>glare</td>
<td>A bright, unpleasant light. (To glare at sb is to look at sb in an angry way.)</td>
<td></td>
</tr>
<tr>
<td>moist</td>
<td>Slightly wet, often in a way that is useful or pleasant. (Damp means slightly wet, often in a way that is unpleasant.)</td>
<td></td>
</tr>
</tbody>
</table>

1 Circle the correct word(s). Sometimes both words are correct.

1. Did you know that pigs often have really poor sight / eyesight?
2. If you suffer from discomfort / irritation, try to get a better office chair.
3. His eyes are irritated so he keeps blinking / glaring.
4. We are currently trying to eliminate / adjust theft from our offices.
5. These sunglasses are great because they reduce glare / tears.
6. I'm seeing my optician tomorrow because I'm suffering from moist / blurred vision.

2 One word is missing in each line. What is it, and where does it go?

- The wood feels _______ so you won't be able to burn it. damp
- Sore, tired, or burning eyes are classic symptoms of eye _______.
- If your eyes are dry and try using eye drops. _______
- He must be very because he can't read the dictionary definitions. _______
- You should get up and walk about to the problem of back pain. _______
- Make a conscious effort to more often to prevent dry eyes. _______
- Whenever I make too much noise in the office, my colleague glares me. _______

Remember to test yourself
A peaceful sight

We stood at the top of the hill for ages, gazing at the breathtaking view below. In the distance, the port was barely visible through the early morning haze, but we could just make out the island. As we drove back down, I caught a glimpse of a waterfall and asked Marcella to stop. Suddenly, a deer came into view, and then we spotted two of her offspring. They stood completely still, eyeing us warily, then ran off and vanished into thin air.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaze at sth</td>
<td>look at sth for a long time because you are interested in it or are thinking about sth else.</td>
</tr>
<tr>
<td>breathtaking</td>
<td>very impressive, suntacular.</td>
</tr>
<tr>
<td>barely visible</td>
<td>A thing that is visible can be seen, or invisible. smoke, dust, or mist in the air which is hard to see through, hazy.</td>
</tr>
<tr>
<td>haze</td>
<td>see, hear, or understand sth with difficulty.</td>
</tr>
<tr>
<td>make sth/sb out</td>
<td>appear, are disappear from view/sight.</td>
</tr>
<tr>
<td>come into view/sight</td>
<td>stand without moving (also keep/stay/sit still).</td>
</tr>
<tr>
<td>eye sth/sb</td>
<td>look at sth/sb carefully or because you are suspicious of them.</td>
</tr>
<tr>
<td>warily</td>
<td>carefully, because you think there may be danger or a problem.</td>
</tr>
<tr>
<td>vanish into thin air</td>
<td>disappear suddenly or in a way you cannot explain.</td>
</tr>
</tbody>
</table>

3 Tick the words which are possible. More than one word may be possible.

1. She spotted him through the haze [ ] hazy [ ] gaze [ ] of cigarette smoke.
2. The scenery was absolutely visible [ ] spectacular [ ] breathtaking [ ]
3. After an hour's wait, we finally caught sight of [ ] spotted [ ] eyes [ ] the rare bird.
4. Could you please stand [ ] wait [ ] keep [ ] still?
5. We could warily [ ] only just [ ] barely [ ] see the church in the distance.
6. The Grand Palace finally came into [ ] disappeared from [ ] caught [ ] sight.

4 Rewrite the sentences using the word in capitals. The meaning must stay the same.

- He sat without moving while I drew him. STILL He sat still while I drew him.
1. I was only just able to see the boat on the horizon. MAKE
2. As I turned the corner, I suddenly saw the house. CAME
3. Those stars can't be seen without a telescope. INVISIBLE
4. We could barely see the trees through the fog. ONLY
5. She looked at me very suspiciously. EYE
6. The thief left the building and disappeared from view. AIR
7. I saw the thief as he ran out of the building. Glimpse
8. We watched the boat until eventually it vanished. SIGHT
A Simple Face Massage

1. Start by gently stroking the whole face. With both hands, work up the neck, across the cheeks, sliding steadily up and over the forehead. Apply gently pressure to the temples.
2. Stimulate the skin by gently patting the cheeks, neck, and under the chin.
3. Use your fingertips to lightly pinch the skin along the line of the jaw and under the chin.
4. To release tension around the eyes, firmly squeeze the eyebrows with your fingertips.
5. Massage the scalp vigorously as if shampooing the hair. This involves no risk of harm.

Glossary

- massage: have a massage, massage sb v
- stroke sth: move your hand over the skin, hair, etc.
- slide: move or make sth move easily over a smooth or wet surface.
- apply pressure to sth: press on sth with your hand, foot, etc.
- stimulate sth: make a part of the body or skin more active.
- pat sth: touch sth lightly several times with your hand flat.
- pinch sth: hold sth tightly between the thumb and finger.
- tension: the feeling you have if your muscles are tight and not relaxed (release the tension = allow or cause the muscles to relax).
- squeeze sth: press sth firmly with your fingers.

1. Are these movements pleasant or unpleasant? Write P or U.
   1. She stroked the child’s face. P
   2. She rubbed my nose energetically. P
   3. She massaged my scalp gently. P
   4. She applied pressure firmly to my neck. P
   5. She pinched my skin vigorously. U
   6. She released the tension in my back. U
   7. She patted my face lightly. U
   8. She slid her fingertips across my back. U

2. Complete the sentences.
   1. Don’t _________ that tube too firmly – the toothpaste will come out all over you.
   2. You can use certain products when showering to _________ your skin.
   3. She sat staring into the distance, gently _________ the cat.
   4. He _________ his hand over the magnificent marble statue.
   5. He was nervous, but he concentrated on breathing _________ , which calmed him down.
   6. My horrible brother used to _________ my arms and legs when our mum wasn’t looking.
   7. The doctor _________ pressure to the wound to stop the bleeding.
   8. Don’t use the whole of your fingers for massage, just the _________.

Remember to test yourself
B Smelling and tasting

<table>
<thead>
<tr>
<th>Pleasant smells/flavours</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>What a delicate flavour</td>
<td>delicate light and pleasant, syn subtly.</td>
</tr>
<tr>
<td>fragrance</td>
<td>fragrance 1 a pleasant smell, fragrant adj. 2 a perfume.</td>
</tr>
<tr>
<td>It has a faint smell of pear</td>
<td>faint just possible to smell, see, or hear.</td>
</tr>
<tr>
<td>The book has lots of appetizing recipes.</td>
<td>appetizing making you feel hungry, syn unappetizing. (Lose your appetite = lose your desire for food.)</td>
</tr>
<tr>
<td>The smells from the kitchen were making my mouth water.</td>
<td>water if your mouth waters, you produce saliva (= the liquid produced in the mouth) and you want to eat, mouth-watering adj.</td>
</tr>
<tr>
<td>The aroma of fresh coffee.</td>
<td>aroma a pleasant, distinctive smell.</td>
</tr>
<tr>
<td>Less pleasant smells/flavours</td>
<td></td>
</tr>
<tr>
<td>This soup is insipid.</td>
<td>insipid not having much taste, syn bland.</td>
</tr>
<tr>
<td>Garlic has a pungent smell.</td>
<td>pungent very strong smelling.</td>
</tr>
<tr>
<td>The house has a musty odour.</td>
<td>musty smelling unpleasant or damp; without freshness, syn dank. odour a smell, especially an unpleasant one.</td>
</tr>
<tr>
<td>This fish smells revolting. I think it’s gone off.</td>
<td>revolting very unpleasant, syn disgusting. go off (of food and drink) go bad and be unfit to eat or drink.</td>
</tr>
<tr>
<td>There was a nauseating stench in the basement.</td>
<td>nauseating making you feel you want to vomit. stench a strong, very unpleasant smell.</td>
</tr>
</tbody>
</table>

3 Circle the correct word.
1 a nutty fragrance / flavour
2 an appetizing / unappetizing odour
3 a pungent / bland smell of burning rubber
4 the musty / salty smell of old books
5 a delicate aroma / stench
6 it makes your mouth saliva / water
7 a fragrant / nauseating smell of old fish
8 meat without salt is revolting / insipid

4 Complete the text.
We found a table by the window and looked at the menu. It all looked very (1) a ____________________________________________ and the smells coming from the kitchen were (2) m ____________________________________________. I chose the steamed fish with herbs, which I expected to have quite a (3) d ____________________________________________ flavour, but when it arrived, it had an unpleasant, almost (4) p ____________________________________________ smell. I took a mouthful and realized that the fish had actually (5) g ____________________________________________ ; it tasted absolutely (6) d ____________________________________________ . The waiter was extremely apologetic, but by this time I had lost my (7) a ____________________________________________ . I couldn’t get the (8) s ____________________________________________ of that horrid fish out of my mind. My brother’s meal, however, was more successful: he had a chicken soup which was delicious, with delicate, (9) s ____________________________________________ flavours.

5 ABOUT YOU Write your answers, or ask another student.
What makes your mouth water?
What’s your favourite smell?
What food do you find bland or insipid?
What odour do you find nauseating or revolting?
Is there a dank or musty smell in any buildings you know?

Remember to test yourself
# A Problems from head to toe

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had an <strong>itchy scalp</strong> until I started using this special shampoo.</td>
<td><strong>scalp</strong> the skin covering the part of the head where your hair is. If it <em>itches</em> (or is <em>itchy</em>), you want to <em>scratch</em> it (see picture).</td>
</tr>
<tr>
<td>I’ve got a <strong>splitting headache</strong>.</td>
<td>a very bad headache.</td>
</tr>
<tr>
<td>I suffer from <strong>hay fever</strong> in the summer.</td>
<td>an allergy affecting the nose, eyes, and throat, caused by pollen from plants.</td>
</tr>
<tr>
<td><strong>Why does he get mouth ulcers?</strong></td>
<td>small sore areas inside the mouth, usually lasting a few days.</td>
</tr>
<tr>
<td><strong>He dislocated his shoulder.</strong></td>
<td>put a bone out of its normal position.</td>
</tr>
<tr>
<td><strong>That’s a nasty rash on your arm.</strong></td>
<td>a rash is an area of red spots on the skin caused by an illness or a reaction to sth; <strong>nasty</strong> = unpleasant (also a <strong>nasty accident</strong>).</td>
</tr>
<tr>
<td>I had an <strong>upset stomach</strong> this morning.</td>
<td>a stomach problem causing sickness or diarrhoea (= passing waste from the body too often and in liquid form).</td>
</tr>
<tr>
<td>(or I had a <strong>stomach upset</strong> . . .)</td>
<td></td>
</tr>
<tr>
<td>I often get <strong>constipated</strong> on holiday.</td>
<td>unable to move waste material from the body; <strong>constipation</strong> =</td>
</tr>
<tr>
<td>My mother’s got <strong>high blood pressure</strong>.</td>
<td>blood pressure the pressure of the blood as it moves round the body; (<strong>high</strong> and <strong>low blood pressure</strong> are problem conditions.)</td>
</tr>
<tr>
<td><strong>I sprained my ankle</strong> running.</td>
<td><strong>sprain</strong> sth injure a part of the body (usually the wrist or ankle) by turning it suddenly, syn <strong>twist</strong> sth.</td>
</tr>
<tr>
<td><strong>He pulled a muscle</strong> in training.</td>
<td><strong>pull a muscle</strong> injure a muscle by stretching it too much.</td>
</tr>
<tr>
<td>I’ve got a <strong>blister</strong> on my <strong>heel</strong> from wearing those new shoes.</td>
<td>a sore swelling on the surface of the skin (here on the back of the foot) often caused by rubbing or burning.</td>
</tr>
</tbody>
</table>

1. Combine words in the box to form nine common illnesses or injuries.

<table>
<thead>
<tr>
<th>sprain</th>
<th>high</th>
<th>hay</th>
<th>upset</th>
<th>nasty</th>
<th>dislocated</th>
<th>splitting</th>
<th>itchy</th>
<th>blood pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>your ankle</td>
<td>rash</td>
<td>ulcer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Complete the sentences with a single word.

1. I’ve got __________ on my hands from working so hard in the garden.
2. I sometimes get a __________ on my face if I eat seafood.
3. The __________ was caused by something I ate last night.
4. I’ve got a few mosquito bites and they really __________.
5. I took tablets for diarrhoea, then I had the opposite problem. I was __________.
6. He __________ a muscle in training yesterday.

3. **ABOUT YOU** Which problems do you think are serious, and how many of them would require a visit to the doctor? Write your answers or ask another student.

---

40 THE BODY
# Medicine labels

<table>
<thead>
<tr>
<th>Tablets must be dissolved in water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This product can cause lethargy or drowsiness. For short-term use only.</td>
</tr>
<tr>
<td>WARNING \ DO NOT EXCEED THE STATED DOSE</td>
</tr>
<tr>
<td>Please read the enclosed leaflet before taking these tablets. Possible side effects may include stomach disorders. Discard any remaining solution 60 days after opening the bottle.</td>
</tr>
<tr>
<td>If symptoms persist, consult your doctor. Do not use after expiry date.</td>
</tr>
</tbody>
</table>

### Spotlight: exceed and related forms

1. Do more of sth than is stated in an order or a law. **Do not exceed the stated dose.** You shouldn’t exceed the speed limit.
2. Be greater than a number, amount, or quality. The cost won’t exceed $5,000, or The cost won’t be in excess of $5,000. The film exceeded my expectations. (= it was better than I had expected)

### Glossary

<table>
<thead>
<tr>
<th>term</th>
<th>definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>dissolve sth</td>
<td>mix a solid with a liquid until it becomes part of it. (If sth is soluble it can be dissolved; e.g. soluble aspirin.)</td>
</tr>
<tr>
<td>in sth</td>
<td>the state of having something; e.g. immersed in water.</td>
</tr>
<tr>
<td>lethargy</td>
<td>the state of not having any energy to do things. Lethargic adj.</td>
</tr>
<tr>
<td>drowsiness</td>
<td>the state of feeling tired and almost asleep. Drowsy adj.</td>
</tr>
<tr>
<td>short-term</td>
<td>lasting only a short period; e.g. a short-term solution, or a long-term contract.</td>
</tr>
<tr>
<td>dose (or dosage)</td>
<td>the amount of a medicine that you take at any one time.</td>
</tr>
<tr>
<td>enclosed</td>
<td>included inside sth else, usually inside a letter or packet.</td>
</tr>
<tr>
<td>leaflet</td>
<td>one or several pages of information about sth.</td>
</tr>
<tr>
<td>side effect</td>
<td>an extra and usually bad effect that a drug has on you.</td>
</tr>
<tr>
<td>disorder</td>
<td>an illness in a part of the body.</td>
</tr>
<tr>
<td>discard sth</td>
<td>get rid of sth you no longer want or need.</td>
</tr>
<tr>
<td>persist</td>
<td>continue to exist (used especially about sth unpleasant); persistent adj.</td>
</tr>
<tr>
<td>expiry date</td>
<td>the date after which sth should not be used; expire v.</td>
</tr>
</tbody>
</table>

### True or false? Write T or F.

1. Drugs can have side effects. **T**
2. Drowsiness means dying under water. **F**
3. You can read a leaflet. **T**
4. Lethargy means a lack of energy. **T**
5. If something persists, it stops. **F**
6. "In excess of 50" is more than 50. **T**
7. You can dissolve sugar in water. **T**
8. If you feel drowsy, you want to sleep. **T**

### Add a word to complete a common phrase.

1. Don’t exceed the stated ____________
2. a long-__________ solution
3. the expiry ____________
4. soluble ____________
5. exceed the speed ____________
6. common side ____________

### Rewrite the sentences but keep the meaning the same. You only need one word.

1. I don’t have any energy. **I feel**
2. He’s got something wrong with his stomach. **He’s got a stomach ____________**.
3. The information is included with this letter. **The information is**
4. It was better than I thought it would be. **It exceeded my**
5. I keep getting headaches. **I’ve had ____________ headaches.**
6. They threw away the old newspapers. **They ____________ the old newspapers.**
Review: The body

Unit 7

1 Match the sentence halves.
1 The baby had chubby a attention.
2 His stomach sticks b hips.
3 He wouldn't pay c paunch.
4 When she walks she swings her d beard.
5 He's got freckles all over his e guidelines.
6 He eats far too much; he's got f out.
7 I followed the g face.
8 He's got a ginger h cheeks.

2 One word is incorrect in each sentence. Cross it out and write the correct word at the end.
   - Fashion experts always recommend that you pull off your best features. show
   1 The teacher attracted my attention to several errors in my essay.
   2 Light-coloured walls in a room make an illusion of space.
   3 As a child, I had to wear a brace for a year to loosen my teeth.
   4 Unfortunately, tight shirts only enhance the size of his paunch.
   5 I'm not sure of her exact age but she must be going on for ninety.
   6 Vertical stripes can be unflattering, making you look slimmer.
   7 I wish I knew the key for success in life.
   8 Vertical stripes on sleeves can cover the fact that you have plump arms.

\[\text{V. more words: stocky, lanky, gaunt, stooped, rugged features, ruddy cheeks}\]

Unit 8

1 Complete the dialogue.
   A I had an embarrassing time last night; I was in a bar and this guy thought I was
   (1) f _____________ with him.
   B And why was that?
   A Well, he must have thought I (2) f _____________ him for some reason.
   B Why? Were you staring at him or (3) f _____________ with your hair, or something?
   A Well I was actually looking at the people behind him, but I guess he thought I was trying to make
   eye (4) c _____________ with him. Basically he just jumped to the wrong (5) c _____________
   Anyway, he came over and started chatting, and he was (6) l _____________ towards me, a bit
too close, actually. And I realized I was being quite defensive because I noticed that my arms were
   (7) f _____________ across my chest, and I was just (8) g _____________ redder and redder with
   embarrassment.
   B Well, maybe he just (9) m _____________ the signals you were giving off. Did you get rid of him?
   A Well, no ... in the end we got talking and I realized he was really nice, so I think I might see him again.

\[\text{V. more words: wink, frown, twitch, pout, grimace, wriggle}\]
Unit 9

1 Write a logical answer.
1 Why might someone have a pronounced limp?
2 What would make a horse gallop?
3 Why might you go for a stroll?
4 Why might you creep downstairs?
5 Is it good to have constant interruptions at work?
6 If work is relentless, is it enjoyable?
7 On a long walk, why might you alternate between walking and running?
8 What should you do if you feel stiff?

_more words: stumble, trudge, shuffle, meander, get a move on, stampede_

Unit 10

1 Complete the sound story from the unit.
   It was a dark and stormy night; I shut my eyes . . .
   1 the wind r_______ the windows 6 there was a s_______ of brakes
   2 thunder r_______ in the distance 7 a car door was s_______ shut
   3 the trees r_______ in the wind 8 footsteps s_______ through the mud
   4 I heard the rain s_______ on to the windows 9 there was a c_______ noise on the stairs
   5 a horn b_______ 10 there was a high-p_______ scream—from me!

2 Match the things/animals with the correct noise in the box.
   lions __________ 5 car brakes _________
   floorboards __________ 6 dog _________
   wolves __________ 7 bees _________
   windows __________ 8 doors _________

_more words: hiss, grunt, whine, squeal, shriek, yap, purr_

Unit 11

1 There is one spelling mistake in each sentence. Find the mistake and correct it.
   1 It was so dark when we left that I could barely see.
   2 You get breathtaking views from the top of the hill.
   3 I think she’s been suffering from blurred vision.
   4 They were eyeing us warily, so they obviously didn’t trust us.
   5 There were teals running down her cheeks.
   6 I noticed that she was blinding a lot; perhaps she was nervous.
   7 We stood and gazed at the view; it was spectacular.
   8 I’ve got some drops to alleviate the pain.

_more words: squint, peer, scan, conspicuous, bleary-eyed, distinct_

REVIEW: THE BODY  43
Unit 12

1 Put these words into the correct columns below.

<table>
<thead>
<tr>
<th>TOUCH</th>
<th>SMELL</th>
<th>TASTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>tap</td>
<td>smell</td>
<td>taste</td>
</tr>
<tr>
<td>stench</td>
<td>fragrance</td>
<td>vigoroustaste</td>
</tr>
<tr>
<td>musty</td>
<td>stroke</td>
<td>taste</td>
</tr>
<tr>
<td>pinch</td>
<td>pungent</td>
<td>taste</td>
</tr>
<tr>
<td>side</td>
<td>taste</td>
<td>taste</td>
</tr>
<tr>
<td>pin</td>
<td>pungent</td>
<td>taste</td>
</tr>
<tr>
<td>flavor</td>
<td>taste</td>
<td>taste</td>
</tr>
<tr>
<td>peppery</td>
<td>taste</td>
<td>taste</td>
</tr>
</tbody>
</table>

A-Z: more words: slap, nudge, feel around for sth, poke, tickle, flick, scrape

Unit 13

1 Complete the crossword. The letters in the grey squares spell out a phrase. What is it?

![Crossword Image]

1. Some drugs can give you side _______ you don't expect.
2. We guarantee that the rise will not be in _______ of 3 per cent.
3. I had a terrible headache and an _______ stomach yesterday.
4. He _______ his ankle walking in the mountains.
5. Go and see your doctor if the symptoms _______ for more than two days.
6. If your skin feels _______, avoid scratching it if possible.
7. Take care not to exceed the _______ stated on the packet.
8. Some medicine can make you feel drowsy or _______.
9. Her skin is very soft, so she easily gets _______ on her fingers when playing tennis.
10. I have a mouth _______ – it's really sore.

2 Cross out any words which are not possible.

1. The long-term / short-term / soluble answer to this problem is to have an operation.
2. I had a persistent / twisted / splitting headache this morning.
3. What is the correct dose / dosage / side effect for this medicine?
4. She exceeded the speed limit / the expiry date / all my expectations.
5. I have constipated / an itchy scalp / a nasty rash.
6. A rash / Drowsiness / Lethargy indicates a lack of energy.

A-Z: more words: dandruff, bowels, gums, runny nose, lump, cramp
I can discuss aspects of character

A Personal qualities

Online dating: find your dream partner

Katarina’s profile:
I’m a spontaneous, happy-go-lucky sort of person, but I’m pretty down-to-earth too. My friends say I’m a real chatterbox: but maybe that’s because I’m truly passionate about people, ideas, life, etc. I’ll give anything a go, within reason!

Katarina describes her ideal match:
I’m drawn to men who are considerate and happy to show affection. A guy with integrity, and NOT pretentious. As you can imagine, I think spontaneity is a positive attribute – I love things to be a bit unpredictable.

Glossary

- spontaneous: acting in an open and natural way, without worrying about what you say or do. Spontaneity n.
- happy-go-lucky: not caring or worrying about the future.
- down-to-earth: sensible and realistic in things you say or think.
- chatterbox: a person who talks a lot. Chatty adj.
- passionate: very enthusiastic or interested in sth. Passion (for sth) n.
- give sth a go: be prepared to try sth. Svs have a go, give sth a try.
- within reason: according to what is possible, practical, or sensible.
- be drawn to sth: be attracted to sth.
- considerate: always thinking about other people’s wishes and feelings. Svs thoughtful, unconsiderate.
- affection: the feeling of liking or caring about sth/sth/ affectionate adj.
- integrity: the quality of being honest and having strong moral principles. Integrity n.
- attribute: a quality or feature of sb/sth.

1 Correct the mistakes.

i) I’ve never been drawn by people just because they’re affectionate.
  i.e. 1 My cousin’s a very lucky-go-happy person.

2 You can wear what you like to school, with reason.

3 I’d love to have a go for skydiving.

4 She’s very kind and considerate; she’s always helping people.

5 My father had a lifelong passion for classical music.

6 She’s good fun but she’s a real chatterbox!

7 He’s a great boss – really down-to-earth.

2 Complete the sentences.

1 Integrity is usually considered to be a positive

2 Marissa was very cold and strict with her children and showed them little

3 If you want to try skiing, why don’t you just give it a try?

4 She’s always using foreign words when she speaks – I just find that very

5 He loves to do things without any planning – he’s very

6 I’ve never trusted Morgan; he’s got no principles. He lacks
B Character in a work context

A What did you make of the two candidates for the job?
B I thought Joe Parson was a real character – quick-witted, and shrewd.
A Shrewd, yes, and I’d say pretty ruthless too. But I didn’t take to him personally. I thought he came across as rather pushy and a bit conceited. Catherine actually struck me as being more suitable for this job.
B She certainly seemed very conscientious and trustworthy, but I wonder whether she’s got the necessary charisma, or whether she’s assertive enough for this role.
A Maybe not. But she’s not the kind of person who’d get up people’s noses, which Joe might.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>n. An interesting or unusual person can be called a character (or a real character).</td>
</tr>
<tr>
<td>quick-witted</td>
<td>able to think quickly; intelligent; good at judging people and situations.</td>
</tr>
<tr>
<td>shrewd</td>
<td>n. astute, ruthless, determined to get what you want and not caring about others.</td>
</tr>
<tr>
<td>take to sb/sth</td>
<td>v. assertive, make a particular impression.</td>
</tr>
<tr>
<td>come across (as)</td>
<td>v. pushy, make trying hard to get what you want, especially in a rude manner.</td>
</tr>
<tr>
<td></td>
<td>n. conceited, thinking you are very important, clever, etc.</td>
</tr>
<tr>
<td></td>
<td>n. strike sb (as sth), give sb a particular impression, taking care to do things carefully and correctly.</td>
</tr>
<tr>
<td></td>
<td>n. conscientious, able to be relied on as good, honest, etc.</td>
</tr>
<tr>
<td></td>
<td>n. trustworthy, a quality that makes other people like you and be attracted to you.</td>
</tr>
<tr>
<td></td>
<td>n. charisma, behaving confidently so that people take notice of what you say.</td>
</tr>
</tbody>
</table>

3 Positive or negative? Write P or N.

1. She gets up my nose. ________
2. He’s pretty trustworthy. ________
3. She strikes me as shrewd. ________
4. He’s very quick-witted. ________
5. He comes across as quite pushy. ________
6. She’s pretty ruthless. ________
7. He’s a real character. ________
8. He’s not very astute. ________
9. I’d say she was conscientious. ________
10. She’s very charismatic. ________

4 Complete the text.

There’s a new guy living next door to us and I didn’t know what to (1) m_________ of him at first. He wasn’t very friendly and he talked about as if he was ‘Mr-Know-It-All’, so he (2) s_________ me as rather (3) c_________. I just didn’t (4) t_________ to him at all. He took my parking space several times, which really got up my (5) n_________. So, last night, I decided to be (6) a_________ and challenge him about it. He was fine and apologized! I was really quite surprised.

5 ABOUT YOU Complete the questions, then write your answers or ask another student.

1. Do you consider yourself to be c_________?
2. How s_________ are you if things don’t go your way?
3. Do you think you’re shrewd with money?
4. Do you have the capacity to be ruthless if necessary?
5. How tr_________ do you consider yourself to be?
Judging character

How someone appears on the surface may not be a true picture of what they're really like. A person who seems aloof and stand-offish may just be shy and diffrident. As they say: don't judge a book by its cover. Other personality traits can be misleading: a bad quality in one context may be a virtue in another, e.g. being cunning, or impulsive, or naive. Then there are qualities considered to be negative, but is it always wrong to be cruel or cynical? Remember the saying: sometimes you have to be cruel to be kind.

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>on the surface</td>
<td>when not looked at or thought about carefully.</td>
</tr>
<tr>
<td>aloof</td>
<td>not friendly towards others.</td>
</tr>
<tr>
<td>stand-offish</td>
<td>syns distant, stand-offish</td>
</tr>
<tr>
<td>diffrident</td>
<td>not confident; not wanting to talk about yourself, syns shy.</td>
</tr>
<tr>
<td>saving don't form an opinion of sb/sh by their appearance only.</td>
<td>a feature of sb/sh's character.</td>
</tr>
<tr>
<td>trait misleading</td>
<td>giving the wrong idea or impression, syns deceitive, mislead sb. syns deceive sb.</td>
</tr>
<tr>
<td>misleading</td>
<td></td>
</tr>
<tr>
<td>virtue</td>
<td>a good or desirable quality, syns wise, virtuous</td>
</tr>
<tr>
<td>cunning</td>
<td>able to do things by being clever, not always honest, syns crafty, rash.</td>
</tr>
<tr>
<td>impulsive</td>
<td>doing things quickly, without thinking about the results, syns impetuous, rash</td>
</tr>
<tr>
<td>naive</td>
<td>lacking experience of life and trusting others too easily, syns naivety</td>
</tr>
<tr>
<td>be cruel to be kind</td>
<td>syns make sb suffer because it will be good for them later.</td>
</tr>
</tbody>
</table>

Spotlight: cynical, sceptical

If you are cynical, you believe people do things for themselves rather than for unselfish reasons. cynicism n.
If you are sceptical about sth, you are not confident that it is true or will happen. scepticism n.

My brother is very cynical about politicians and their motives. I'm very sceptical about the results of this survey.

6 Replace the underlined word with another word that has a similar meaning.

1. Don't be deceived by her sweet smile; she's really tough.
2. I don't know why he's so aloof, but he certainly isn't very friendly.
3. Simon is usually rather shy in company.
4. Jumping off that wall was such an impetuous thing to do.
5. You have to keep an eye on Will because he's very crafty.
6. His charm is misleading because he can be ruthless if necessary.

7 Complete the sentences with a suitable word.

1. Most people believe that honesty is a ___________ and jealousy is a ___________.
2. He told me he'd win the race but I'm a bit ___________; I don't think he's good enough.
3. He says he loves her, I'm a bit ___________; I think he just wants her money.
4. I felt bad not giving my dog any food when he was ill, but you have to be ___________ to be kind.
5. On the ___________ she seemed quite cold, but you can't judge a book by its ___________.
6. Cynicism is one of his less appealing character ___________.
7. Ella's problem is ___________; she trusts people too easily and then gets hurt.

Remember to test yourself
15 I can talk about feelings

A Strong feelings and reactions

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ecstatic</td>
<td>I was <strong>ecstatic</strong> about my new job.</td>
<td>very happy, syn euphoric, elated, over the moon</td>
</tr>
<tr>
<td>jubilant</td>
<td>The <strong>jubilant</strong> fans were cheering as they left the stadium.</td>
<td>feeling extremely happy because of a success.</td>
</tr>
<tr>
<td>in tears</td>
<td>She was in tears by the time we got to the hospital.</td>
<td>crying (close to tears = nearly crying).</td>
</tr>
<tr>
<td>devastated</td>
<td>I was devastated when she left me.</td>
<td>very upset, syn heartbroken.</td>
</tr>
<tr>
<td>lose your temper</td>
<td>He completely lost his temper. He'll hit the roof when he sees it.</td>
<td>become very angry, syn go mad</td>
</tr>
<tr>
<td>hit the roof Inf</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gutted inf</td>
<td>I was gutted when we lost the match.</td>
<td>very disappointed.</td>
</tr>
<tr>
<td>hysterical</td>
<td>When the little girl collapsed, her mother became hysterical.</td>
<td>being in a state of extreme distress or excitement and crying, laughing, or shouting, etc.</td>
</tr>
<tr>
<td>stunned</td>
<td>I was stunned when they gave me the prize.</td>
<td>shocked and surprised.</td>
</tr>
<tr>
<td>-appalled</td>
<td>I was appalled by the conditions they had to live in.</td>
<td>shocked because s/he is very unpleasant, syn horrified.</td>
</tr>
</tbody>
</table>

1 Are these positive or negative? Write P or N.

1 ecstatic       5 euphoric
2 gutted          6 appalled
3 horrified       7 elated
4 jubilant        8 desperate

2 Find six phrases in the box.

<table>
<thead>
<tr>
<th>lose</th>
<th>over</th>
<th>desperately</th>
<th>close</th>
<th>unhappy</th>
<th>hit</th>
<th>your temper</th>
<th>mad</th>
</tr>
</thead>
</table>

3 Complete the dialogues by repeating what the speaker says in a different way.

1 I should think she was gobsmacked. She was ________________.
2 Did he get very angry? Yes, I'm afraid he lost ________________.
3 Had he given up hope of being rescued? Yes, it was an act of ________________.
4 Was he terribly upset? Yes, he was absolutely ________________.
5 He must've gone mad. He did. He hit ________________.
6 I bet they were over the moon. Yes, they were absolutely ________________.
7 She was really emotional, wasn't she? Yes, she was in ________________.
8 Were the children overexcited? Yes, they were ________________.

Remember to test yourself
Expressing your emotions

A RE YOU the kind of person who bottles up their emotions? Or do you wear your heart on your sleeve? As a journalist, I'm aware that if you disclose too much about yourself, you could make yourself rather vulnerable. And if I'm honest, as a man I feel a bit uneasy when people pour out their innermost thoughts to me. My own instinct is to be quite guarded and not give away too much about how I feel. On the other hand, psychologists say it's unhealthy to suppress your feelings. It can lead to severe anxiety and depression if you don't learn how to release your pent-up emotions.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bottle sth up</td>
<td>stop yourself showing negative emotions or feelings, especially over a long time (bottle up your emotions).</td>
</tr>
<tr>
<td>wear your heart on your sleeve</td>
<td>make your feelings obvious to others.</td>
</tr>
<tr>
<td>disclose sth (to sb)</td>
<td>give sb information about sth, especially sth that has been secret. sys reveal sth. (Related nouns are disclosure and revelation.)</td>
</tr>
<tr>
<td>vulnerable</td>
<td>weak and easily hurt, physically or emotionally. sys uncomfortable.</td>
</tr>
<tr>
<td>uneasy</td>
<td>slightly nervous, embarrassed, or worried. sys uncomfortable.</td>
</tr>
<tr>
<td>pour sth out</td>
<td>express all your feelings, often because you are unhappy. sys vent.</td>
</tr>
<tr>
<td>innermost thoughts</td>
<td>the thoughts which are most personal and private.</td>
</tr>
<tr>
<td>instinct</td>
<td>a way of behaving that results from responses you were born with rather than responses you have learned. instinctive adj.</td>
</tr>
<tr>
<td>guarded</td>
<td>careful not to give too much information. sys cautious.</td>
</tr>
<tr>
<td>give sth away</td>
<td>tell people secret information.</td>
</tr>
<tr>
<td>suppress your feelings</td>
<td>stop yourself from having or expressing feelings. (of emotions, energy, etc.) held back: not shown or expressed.</td>
</tr>
<tr>
<td>pent-up</td>
<td></td>
</tr>
</tbody>
</table>

4 Replace the underlined word(s) with a word that has a similar meaning.

1. I felt uncomfortable when he talked about his marriage problems.

2. He wouldn't disclose information if he thought it was secret.

3. I think it's dangerous to bottle up your feelings.

4. It's a difficult time for him and he's very weak and easily hurt.

5. She's a bit cautious if you ask about her private life.

6. He's happy to tell anyone his most personal and private thoughts.

5 Complete the sentences.

1. I knew he would be upset and I'm afraid I didn't have the _______ to tell him.

2. She took part in the dancing competition, but you could tell her heart _______.

3. The wedding date was meant to be a secret, but I'm afraid he _______ it _______.

4. Maxine's problem is that she wears her heart _______, whereas Gavin's the opposite: he has all these _______ emotions which he can't express.

5. I should consider this more carefully, but my _______ says it's the right thing to do.

Remember to test yourself
I can talk about relationships

A Difficult relationships

When I married Vince, he already had two daughters from his first marriage, and they took an instant dislike to me. They resented me being in their home, and either ignored me or were openly hostile. The neighbours didn’t help either – nice enough to my face but not so complimentary behind my back. It was a tough time, and inevitably it put a strain on my relationship with Vince. Fortunately, he stuck up for me when the kids were difficult, and as time went by, things settled down a bit. Now, two years on…

1. Positive or negative? Write P or N.
   1. She was full of resentment. __________
   2. He was very complimentary. __________
   3. She did it behind my back. __________
   4. She can stick up for herself. __________
   5. He was hostile. __________
   6. Things have settled down. __________

2. Complete the words in the text.
   Martin had been a top designer, and his boss had always been very (1) c. about his work. It was, therefore, a nasty shock when he was made redundant. Martin (2) r. the fact that he was chosen because he was the youngest, but he was even more shocked by his wife’s (3) h. . She blamed Martin for not (4) s. up for himself, and this fact, on top of the loss of his income, (5) i. a big (6) s. on their relationship. They would need to make some (7) t. decisions about the future.

3. Complete the sentences.
   1. Have you ever taken an _________ dislike to someone? Why?
   2. When did you last have to stick _________ for yourself? Why?
   3. When did you last pay someone a _________? What for?
   4. Do you find it difficult to criticize people to their _________?
   5. Do you think your life is getting better as time _________ by?

4. ABOUT YOU Write your answers to Exercise 3, or ask another student.

Glossary

- take an instant dislike to sb: dislike sb as soon as you meet them.
- resent sth: feel angry about sth, often when it seems unfair. resentment n.
- hostile: unfriendly and aggressive. hostility n.
- to sb’s face: If you say sth to sb’s face, you say it to them directly.
- complimentary (about sb): saying nice things about sb. (You can also compliment sb on sth or pay sb a compliment.)
- behind sb’s back: If you say or do sth behind sb’s back, you say or do it without their knowledge, and usually it is bad or unkind.
- inevitably: used for saying that sth is certain to happen. inevitable adj.
- put a strain on sth: create pressure and anxiety for sb; create tension in a relationship.
- stick up for sb: support and defend sb if they are criticized.
- as time went by: over a period of time.
- settle down: become calmer and more relaxed.

Spotlight: tough

Tough has different meanings.
1. difficult: It’s a tough decision.
2. strict: tough new driving laws.
3. able to deal with difficult situations: She’ll be OK – she’s tough.

About you

Remember to test yourself
Successful relationships

Now, two years on, things are looking up. Initially the kids were reluctant to accept me and made things difficult, but I gave up work to spend more time with them, and that's helped to create a closer bond. I've gained their respect in other ways, too – they're prepared to confide in me now, especially the younger one. Vince and I still have our ups and downs – who doesn't? – but I know he appreciates the sacrifices I've made, and the way things are now, I'm feeling optimistic.

Glossary

**spotlight:** accept

Accept has other meanings apart from saying 'yes' to an offer:
1. allow sb to be part of a group:
   *They accepted me as one of the family.*
2. agree to sth:
   *The council has accepted the latest proposal.*
3. believe that sth is true:
   *He won't accept that nothing can be changed.*
4. admit you did sth wrong:
   *He accepts responsibility for the accident.*

**Correct the mistake in each sentence.**

1. He's fully accepted to our decision.   
   4. The initially problem was money.
2. She feels she can confide with me. 
   5. I regret his reluctant to go.
3. I think they all respect for him. 
   6. It took time to hold their respect.

**Replace the underlined word/phrase with another word/phrase that has the same meaning.**

1. How's life? 
2. They were very unwilling to leave.
3. She recognizes and is grateful for everything you've done.
4. In the beginning it was a difficult relationship.
5. He is prepared to take responsibility for what happened.
6. There is widespread admiration for what he has achieved.
7. We've had good times and bad times in our relationship.
8. I had a tough time last year but things are improving now.
9. I like the situation as it is.
10. Because of the special connection parents have with their children, they often give up many important things for them.

Remember to test yourself
17 I can talk about people I admire and loathe

A Qualities of personal heroes

My heroine was Mother Theresa. I admired her courage, her dignity, and her humility. More than anyone, she inspired me to devote my life to looking after people.

I used to idolize David Beckham. I admired him for his dedication, and the fact that when the pressure was on, he never reacted in a negative way.

I really looked up to my grandfather. He was a lifeboat captain for 20 years, and showed remarkable bravery on many occasions. One day I hope to follow in his footsteps.

Glossary

| heroine | Your heroine is a woman you admire for her ability or personal qualities (hero for a man). | idol | to admire or love sb very much. |
| courage | the ability to do sth, even though it is dangerous, frightening, or very difficult. | bravery | a brave or brave act, a show of courage. |
| dignity | a calm, controlled manner in a difficult situation. | dignified | the quality of being dignified. |
| humility | the quality of not believing you are better or more important than others. | humble | humble. |
| inspire sb | to give sb the enthusiasm and desire to do sth. | inspiration | inspiration. |
| idolize sb | to admire sb very much. | inspirational | inspirational. |
| dedication | the hard work and effort that sb puts into an activity because they care about it. | dedicated | dedicated to sth. |
| have a go at sb | to say unkind things or complain about sb. | criticize sb | to criticize sb. |
| look up to sb | to admire and respect sb, often sb who is older or in a higher position. | respected | respected by others. |
| follow in sb's footsteps | to do the same work or be as successful as sb before you. | followed | followed in my footsteps. |

1 Complete the sentences with the correct form of the word in CAPITALS.

1 He was so COURAGEOUS.
2 He's a very HUMBLE man.
3 She showed great BRAVERY.
4 He's an INSPIRATIONAL leader.
5 She has such DIGNIFIED dignity.
6 I looked up to him. IDOL.

2 Rewrite the sentences starting with the words given. The meaning must stay the same.

1 I admired my father. I looked
2 I want to do the same work as him. I want to follow
3 Why did she criticize him? Why did she have
4 He was dedicated to helping the poor. He dedicated
5 She inspired me. She was
6 Paula worshipped him. He was

3 ABOUT YOU Write your answers or ask another student.

Who do you idolize or look up to? Why?

Would you like to follow in anyone's footsteps?

Do you know anyone who you would describe as:
courageous or dignified or humble or dedicated?

1 Remember to test yourself
B People we loathe and why we hate them

Pop stars who start off as rebels or idealists with strong moral principles. Then, as soon as they become rich and famous, their values change completely. What hypocrites!

Snobs. You know, people who look down on others, and think they’re vulgar.

I was bullied at school, and since then I’ve always despised bullies.

People who spread malicious gossip are just despicable in my opinion.

**Glossary**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>rebel</td>
<td>a person who opposes people in authority; rebellious adj.</td>
</tr>
<tr>
<td>idealist</td>
<td>a person who believes the world can be perfect; idealistic adj.</td>
</tr>
<tr>
<td>hypocrite</td>
<td>a person who says they have strong principles but does not act according to these principles. hypocrisy n. hypocritical adj.</td>
</tr>
<tr>
<td>snob</td>
<td>a person who thinks they are better than people in lower social classes. look down on sb vulgar</td>
</tr>
<tr>
<td>despicable</td>
<td>be hurt or frightened by sb who is bigger and stronger (the person who does the bullying is a bully). hate and have no respect for sb/sth. despicable adj.</td>
</tr>
<tr>
<td>malicious</td>
<td>showing hatred and the desire to hurt people’s feelings. malice n. spite n. spiteful adj. spite v (e.g. He did it out of malice/spite.).</td>
</tr>
<tr>
<td>gossip</td>
<td>stories about other people’s private lives, which may be unkind or untrue; gossip v (also spread gossip; the person who does this is a gossip).</td>
</tr>
</tbody>
</table>

**Spotlight: Principles and Values**

Principles (pl. princ.) are strong beliefs that influence how you behave; values are beliefs about what is right and important in life. The words are almost synonymous but are used in different expressions. Being mean is against my principles. I won’t go there on principle. She has a different set of values.

4 Write the related adjective.

1. hypocrite
2. rebel
3. idealist
4. malice
5. spite
6. despise

5 Write a word at the end of the line to describe each of these people.

1. He looks down on other people. He’s a ____________.
2. She’s always talking about others behind their back. She’s a ____________.
3. She’s against anyone in a position of power or authority. She’s a ____________.
4. He’s horrible to anyone he sees as smaller or weaker. He’s a ____________.
5. She believes everything in the world can be perfect. She’s an ____________.
6. He tells us it’s wrong to swear, then he uses bad language. He’s a ____________.
7. I’m afraid he’s got bad manners and he’s very rude. He’s a ____________.

6 ABOUT YOU Write your answers or ask another student.

Being a snob or being a hypocrite – which is worse?
Is bullying worse than either of the above? Why/Why not?
How do you feel about people who spread gossip?
Is there anything or anyone that you despise? Why?

Remember to test yourself

YOU AND OTHER PEOPLE

53
I can talk about behaviour

A Influences on behaviour

Why do we behave the way we do? Is it nature or nurture? According to behavioural psychologist Michael Woods, various factors have an impact on our lives.

Parents play a crucial part; other role models are less influential.

Peer pressure is a significant factor.

Positive incentives are effective; deterrents aren't.

A broken home or deprived childhood needn't have a detrimental effect.

Glossary

nature
nurture
impact (on sth)
play a part (in sth)
role model
peer pressure
incentive (to do sth)
deterrent
broken home
deprived
detrimental effect (on sth)

the basic character of a person: Violence isn’t in his nature.

the care and attention given to help sb develop: nurture sb.

an effect or influence on sth.

be involved and influential in developing sth.

a person you admire and learn from.

the influence on your behaviour of people around you of the same age.

a thing that encourages you to work harder, do sth, etc.

a thing that makes you less likely to do sth.

deter sb v.

a family in which the parents are divorced or separated.

without sufficient food, education, or money.

depression n.

a very negative effect.

beneficial effect.

1 Find six compound words or phrases in the box.

peer issue nature or nurture play a part in sth broken home deprived a beneficial effect

2 Are these positive or negative statements? Write P or N.

1 She was nurtured by her parents. P

2 He’s considered a role model for boys. N

3 There is a lot of deprivation. N

4 It had a detrimental effect on me. P

5 It proved to be a real incentive. P

6 It was a deterrent to helping others. N

3 Complete the text.

Dan came from a broken (1) childhood, had a fairly (2) childhood, and was stealing by the age of 13 because of peer (3) . He also got into fights, although it wasn’t in his (4) to be violent. Then he joined a boxing club, which had a real (5) on his life. The owner was Dan’s first positive role (6) , and he played an important (7) in changing Dan’s attitude to life. Dan is now dedicated to boxing. He could be in the England team at the next Olympics, and that is a real (8) for him to train hard.

4 ABOUT YOU Do you agree with the statements at the top of the page? Write your answers or ask another student.

YOU AND OTHER PEOPLE

Remember to test yourself
Teenage behaviour

Getting messy teens to pull their weight

You can go on and on about the state of your teenager’s bedroom, but nagging doesn’t work. Their room may be untidy and unappealing, but it’s not life-threatening, so why make a fuss? Instead, lay down rules for the rest of the home which you all share. Explain what you expect your teenagers to do, and get them to agree to it. Set an example by being tidy yourself, but don’t give in and clear up their mess.

Glossary

messy: dirty or untidy; mess (sb can make a mess; sth can be in a mess)
pull your weight: work as hard as everyone else in a job or activity; syn do your fair share
get on and on (about sth, at sth): keep talking (about sth or to sb) in a boring way
nag: keep complaining about sb’s behaviour
unappealing: not pleasant or attractive; syn unattractive
life-threatening: likely to cause death (here it is being used humorously)
fuss: if you make a fuss about sth, you become angry and complain about sth which probably isn’t important; syn kick up a fuss
lay down rules: say officially what the rules are; behave in a way that others may copy
give in (to sth/sth): agree to do sth that you don’t want to do; syn capitulate (to sth/sth) pm

Use each verb once to complete the expressions.

1. ______ an example
2. ______ a fuss
3. ______ a mess
4. ______ your weight
5. ______ your fair share
6. ______ rules

Complete the dialogues in a suitable way.

1. A: Is he likely to die?
   B: No, it’s not life-

4. A: Is the room untidy?
   B: Yes, it’s in ______

2. A: Do they make a fuss about things?
   B: Yes, they go ______

5. A: Did you agree to do it?
   B: Not at first, then I ______/__________

3. A: Did you tidy your room?
   B: Yes, because Mum kept ______

6. A: It’s not an attractive colour.
   B: No, it’s very ______

ABOUT YOU: Write your answers or ask another student.

- What do/did your parents expect you to do around the home?
- Do/did they set a good example around the home?
- Do you think you do/did your fair share of the work?
- Is/Was your bedroom in a mess most of the time?

Remember to test yourself

YOU AND OTHER PEOPLE

55
**A Table manners**

**Dining etiquette** In the Philippines, it's considered good manners to eat all the food on your plate.

In Afghanistan, wasting food is frowned upon, and talking with your mouth full is viewed as being discourteous.

In China, it's customary and respectful to pass food to the elderly first. You should never stab chopsticks into a bowl of rice and leave them pointing upwards; this is regarded as extremely discourteous. It can also be offensive to remove rice from a bowl with a spoon.

**Glossary**

- **etiquette** (n.) the formal rules of correct or polite behaviour in society.
- **manners** (n.) behaviour that is considered polite in a particular society or culture. (often passive) disapprove of sth/sb.
- **discourteous** rude, having bad manners and not showing respect. *see courteous, courtesy*. n.
- **customary** usually done in a particular place or situation. *see custom*. n.
- **respectful** showing polite behaviour towards sb/sth. *see disrespectful*. adj.
- **upwards** moving or pointing towards a higher position. *see downwards*. adj.
- **offensive** rude in a way that makes sb upset or annoyed. *see ineffectual*. adj.

**spotlight** consider, regard, view, perceive (v.)

These verbs all mean to think about something in a particular way. They are commonly used in passive constructions like this:

**It** is **considered** (to be) the correct thing to do.

**It** is **regarded/viewed/perceived as** the correct thing to do.

1. Correct the spelling mistakes.
   1) offensive
   2) courteous
   3) etiquette
   4) perceive
   5) downwords
   6) chopsticks

2. Complete the sentences.

   1) It is **considered** to eat chicken with your fingers when you're at the table.
   2) Talking with your mouth full is usually **regarded** upon.
   3) Parents think it's important for children to have good table **manners**.
   4) Not eating food you are given is generally **viewed** as discourteous.
   5) It is **customary** to$$ to eat everything you are given.
   6) C_______ related to the serving of food are the same all over the country.
   7) It is **regarded** as **considered** to offer food to the elderly first.
   8) As a guest, it would be **regarded** to say the host's food was badly cooked.
   9) It is **customary** to start eating before others have been served.
   10) It is normal e________ to put your knife and fork / chopsticks by the side of your plate/bowl when you have finished eating.

3. **ABOUT YOUR COUNTRY** Are the sentences in Exercise 2 true or false, or does it depend on different factors? Write your answers, or ask another student.

56 **YOU AND OTHER PEOPLE**

Remember to test yourself
B Polite or impolite?

DAN Pelicity's manners are impeccable, aren't they?
BETHI Yes, exemplary, but that brother of hers is a bit cheeky.
DAN I'd call him insolent, actually, or even downright rude.
JO I don't think Julian will be put out if you leave the party early.
JIM I just don't want to put my foot in it, you know. His family are very upper class.
JO Well, you'll just have to be on your best behaviour, then!
KAZ I really took exception to Arnold's remarks. I thought they were disgraceful.
BEN Yes, I couldn't agree more. They really were in poor taste.

Glossary
impeccable perfect (impeccable manner/service).
exemplary outstanding, excellent, and done in a way that others should copy.
cheeky rude, often in an amusing way (often used by adults about children).
insolent extremely rude and disrespectful. Insolence s.
downright used to emphasize sth negative (downright rude/offensive).
be put out be upset or offended. Syn take offence.
put your foot in it say sth that offends or upsets sb.
upper class considered to have the highest social status (also middle class, lower class, working class).
be on your best behaviour behave in the most polite way you can.
take exception to sth remark object strongly to sth and be angry about it.
disgraceful very bad or unacceptable. Syn comment. disgrace n (What a disgrace!).
be in poor/bad taste be offensive and not at all appropriate.

4 Cross out any words in italics which are not possible. All three may be possible.
1. He was put out / put his foot in it / on his best behaviour.
2. She made a rude / an insolent / a cheeky remark.
3. What she said was in poor / bad / cheek taste.
4. Unfortunately she took exception / offence / her foot in it.
5. His behaviour is impeccable / disgraceful / exemplary.
6. I thought they were downright rude / comments / disgrace.
7. Is he upper / working / middle class?
8. What a cheek / a disgrace / an insolence!

5 Complete the texts.
I have a very unusual friend called Enio who considers himself to be very upper (1)_.
He is incredibly polite and has exemplary (2)_, and I always feel rather uncomfortable
with him, because I feel I have to be on my best (3)_. All the time. I'm very nervous
about putting my (4)_, especially if I go to his place for dinner. If I get there even
five minutes late, he seems to be quite (5)_. out.

I've taken a strong dislike to one of the guys who work for me. He's quite insolent, in fact, I'd say he's
(6)_, actually. The other day he made an offensive (7)_, about my
appearance, which frankly is none of his business, and I really took (8)_. to it. Calling me
'carrot top' because of my red hair was in very poor (9)_, I felt.

Remember to test yourself
Review: You and other people

Unit 14

1. Complete the table.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>cynical</td>
<td></td>
</tr>
<tr>
<td>sceptical</td>
<td></td>
</tr>
<tr>
<td>affection</td>
<td>charismatic</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOUN</th>
<th>ADJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>naive</td>
<td></td>
</tr>
<tr>
<td>spontaneous</td>
<td></td>
</tr>
<tr>
<td>passion</td>
<td></td>
</tr>
<tr>
<td>virtue</td>
<td></td>
</tr>
</tbody>
</table>

2. Rewrite the sentences using the word or a form of the word in capitals. Keep the meaning the same.

1. What was your impression of him? MAKE
   
2. I think you ought to have a try. GIVE
   
3. I'll do anything if it's practical and sensible. REASON
   
4. He doesn't believe the figures. SCEPTICAL
   
5. I started liking him after a while. TAKE
   
6. I think he's very bright. STRIKE
   
7. He really annoyed me. NOSE
   
8. He's interesting and rather unusual. CHARACTER
   
9. I haven't thought about it much but it seemed sensible. SURFACE
   
10. Don't base your opinion only on appearance. BOOK

X more words: bubbly, gullible, taciturn, gregarious, sly, two-faced

Unit 15

1. Complete each sentence with two words or phrases from the word pool with a similar meaning.

   ![Word Pool]

   - We were _______ / _______ when he suddenly appeared after ten years.
   - The police refused to _______ / _______ the identity of the man arrested.
   - I always feel _______ / _______ in his company; he's just a bit strange.
   - I was _______ / _______ when my boyfriend left me for another woman. It took me
     months to get over it.
   - Marisa was _______ / _______ about becoming a mother; in fact we were all delighted.
   - Andrea was late for work again and her boss just _______ / _______. She'd better
     watch out or she might get the sack.
   - It's never a good idea to _______ / _______ your feelings for too long.

58 REVIEW: YOU AND OTHER PEOPLE
7. The sales figures looked promising, but the boss's response was quite __________. He never wants to appear too positive.

Vocabulary: distraught, grief-stricken, beside yourself (with sb), go bananas, dumbfounded, on top of the world

Unit 16

1. One word is missing in each line. Where does it go? Write it at the end of the line.

Starting a new job isn’t easy, and you’re always going to have some ups and downs. Unfortunately one colleague took an instant to me, which made me very upset. I was sure he was talking about me my back, and even though I did everything to his respect, nevertheless it was a stressful period, and it really put a strain on me. After a while, I thought the best thing was to try and in my boss, who explained that the colleague was hostile because he the fact that I had got the position that he had wanted. I had a really decision – whether to talk to him about it directly or not – and in the end I decided to stick for myself and talk to him. Initially he was a bit surprised, but as time has gone, our relationship has improved a lot, and I definitely feel that are looking up. I feel happy to carry on now.

Vocabulary: love-hate relationship, inseparable, animosity, incompatible, irreconcilable (differences), cut all ties with sb

Unit 17

1. Complete the crossword. The letters in the grey squares spell another word. What is it?

Vocabulary: think the world of sb / think highly of sb, sycophantic, repulsive, creepy, foul-mouthed
Unit 18

1 Tick the words that are possible. More than one word may be correct.
   1 The children often make a mess [ ] a fuss [ ] an example [ ]
   2 He was from a broken [ ] detrimental [ ] deprived [ ] home.
   3 Does money have a messy [ ] beneficial [ ] detrimental [ ] effect on people?
   4 She’s great, and she always pulls her weight [ ] sets a good example [ ] does her fair share [ ]
   5 Nagging is an unappealing [ ] an appealing [ ] a life-threatening [ ] habit.
   6 He goes on and on at [ ] gives in to [ ] nags [ ] the children about doing their homework.

   A / more words: anti-social behaviour, truancy, reckless (behaviour), reprimand sb, ring leader, lead sb astray

Unit 19

1 Are these positive or negative remarks? Write P or N.
   1 His manners were exemplary. [ ]
   2 I took exception to his comments. [ ]
   3 She was very insolent. [ ]
   4 The service was impeccable. [ ]
   5 Taking photos is frowned upon. [ ]
   6 What a cheek! [ ]
   7 She put her foot in it. [ ]
   8 They’re always courteous. [ ]

2 Complete the sentences in a suitable way.

   1 If you invited someone to your house for a meal at 7 o’clock, and they arrived at 8 o’clock, would you be [ ] out?
   2 Do you often say the wrong thing and put your [ ] in it?
   3 If someone made a cheeky remark which you took [ ] to, would you normally say something or keep quiet?
   4 Is it [ ] in your country for most people to themselves to be [ ] class or [ ] class, or working class? Do you [ ] yourself as coming from a particular class?
   5 Do people [ ] upon people, especially women, who smoke in the street?
   6 If you are invited to someone’s house for a meal, what is the normal [ ]? Do you take flowers or chocolates, or something like that?

3 ABOUT YOU AND YOUR COUNTRY Write your answers to Exercise 2, or ask another student.

   A / more words: (invade sb’s) personal space, uncivil behaviour, churlish, protocol, (have the) decency to do sth, indiscretion

60 REVIEW: YOU AND OTHER PEOPLE
20 I can talk about food

A Fruit, vegetables, nuts, herbs, and spices

pomegranate passion fruit papaya (tropical fruits)
radishes beetroot bean sprouts squash fennel artichoke (vegetables)

almonds cashews (types of nut)

lentils (type of pulse) ginger cinnamon (types of spice)
sage coriander (types of herb) sultanas and raisins (types of dried fruit)

1 Complete the foods. The last four are plural.

1 arli ________ 2 pom ________ 3 beet ________ 4 cinn ________ 5 pap ________ 6 fen ________ 7 gin ________ 8 squ ________ 9 alm ________ 10 rad ________ 11 len ________ 12 bean ________

2 Complete the sentences in a logical way.

► Artichoke and ________ are vegetables.

1 Raisins and ________ are types of ________.
2 Sage and ________ are ________.
3 Almonds and ________ are types of ________.
4 Papaya and ________ are ________.
5 Ginger and ________ are ________.

3 ABOUT YOU AND YOUR COUNTRY Study the words and pictures for two minutes. Then shut your book and write down the items that you grow in your own country, and a list of the ones you have eaten.

Remember to test yourself
## B Kitchen equipment

<table>
<thead>
<tr>
<th>Equipment</th>
<th>used to ...</th>
<th>what? e.g.:</th>
<th>Equipment</th>
<th>used to ...</th>
<th>what? e.g.:</th>
</tr>
</thead>
<tbody>
<tr>
<td>wok</td>
<td>stir-fry</td>
<td>vegetables, meat, fish</td>
<td>garlic</td>
<td>crush</td>
<td>garlic</td>
</tr>
<tr>
<td>steamer</td>
<td>steam</td>
<td>fish, rice, vegetables</td>
<td>sieve</td>
<td>sieve</td>
<td>(separate solids from liquid or larger solids from smaller ones)</td>
</tr>
<tr>
<td>deep fat fryer</td>
<td>deep-fry</td>
<td>fish, potatoes</td>
<td>peeler</td>
<td>peel</td>
<td>vegetables</td>
</tr>
<tr>
<td>casserole</td>
<td>braise/stew</td>
<td>meat, vegetables</td>
<td>lemon</td>
<td>squeezer</td>
<td>lemons, limes</td>
</tr>
<tr>
<td>food processor</td>
<td>chop, slice, and mix</td>
<td>meat, vegetables, etc.</td>
<td>corkscREW</td>
<td>open</td>
<td>wine bottles</td>
</tr>
<tr>
<td>whisk</td>
<td>beat</td>
<td>eggs, cream</td>
<td>ladle</td>
<td>serve</td>
<td>soup</td>
</tr>
<tr>
<td>colander</td>
<td>drain</td>
<td>vegetables that have been washed or cooked in water</td>
<td>kitchen scales</td>
<td>weigh</td>
<td>all types of food</td>
</tr>
<tr>
<td>grater</td>
<td>grate</td>
<td>cheese, e.g. parmesan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Find six compound words or word combinations in the box.

<table>
<thead>
<tr>
<th>cheese processor</th>
<th>lemon fryer</th>
<th>kitchen</th>
<th>grater</th>
<th>food</th>
<th>garlic</th>
<th>deep fat</th>
<th>squeezer</th>
<th>scales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Write down the equipment you would need to:

1. drain vegetables cooked in water
2. stir-fry vegetables
3. open a bottle of wine
4. serve soup
5. remove lumps in flour
6. beat eggs

### Write down a type of food you can:

1. squeeze
2. grate
3. sieve
4. steam
5. slice
6. braise

---

Remember to test yourself
C Food words, different meanings

Many food words form part of an idiomatic expression, or are used informally in spoken English with a different meaning.

I said the plan would work, but it all went pear-shaped, so I had to eat my words.
The trouble with Tanya is she always wants to have her cake and eat it.
Since Jamie lost his job, Marisa has been the main breadwinner.
Eric was very angry when he didn’t get the job, but it was just sour grapes. To be honest, if he had worked harder, he would’ve been a fish out of water.
He managed to fix the door, but he really made a meal of it.
You should get the job, but don’t count your chickens.
Tilly’s calm and sensible; his brother’s a complete nutcase. They’re like chalk and cheese.

The whole thing sounded a bit fishy to me.

Glossary

- go pear-shaped: go badly wrong and be very unsuccessful.
- eat your words: admit that sth you said was wrong.
- sour grapes: a negative response to sth because you’re angry you can’t have it.
- a fish out of water: a person who feels uneasy and out of place in their surroundings.
- have your cake and eat it: have the advantages of sth without the disadvantages.
- make a meal of sth: spend more time doing sth than is necessary.
- breadwinner: a person who supports their family with money they earn.
- don’t count your chickens: saying don’t be too confident that sth will be successful, because it may go wrong.
- like chalk and cheese: used for saying that two people are very different.

7 Complete the missing food word in each expression.

1. sour__
2. don’t count your__
3. a__ out of water
4. __winner
5. like chalk and__
6. go__-shaped
7. want to have your__ and eat it
8. a__ case

8 Finish the sentences with an expression which summarizes the situation.

- He was only rude about the party because he wasn’t invited. It was just sour grapes.
- It took two men three days to build that little wall. They really__
- Axel wants to use his father’s car all the time, but still expects his father to pay all the bills. His problem is that he wants__
- Maggie spends all her time working; her sister doesn’t do a thing and is out with her friends every night. They’re like__
- I told Freddie he wasn’t good enough to get in the football team. Then, last week, they picked him, so I had to__
- Everyone at the party except me had a good job, a big house, and a wife and two children. Frankly, I felt like__
- A man knocked on the door and said that if I gave him £100, he could invest it and make me £1,000 in less than two years. It sounded__

Remember to test yourself
**City breaks in PRAGUE**

Prague is a stunning city and the thriving capital of the Czech Republic. It makes a romantic and vibrant city-break destination. A stroll through Prague's cobbled streets is wonderfully exciting; its architecture is remarkably diverse, and amazingly untouched by the Second World War, although Charles Bridge and the Astronomical Clock have recently been undergoing restoration.

**Unwind on the ALGARVE**

If you need to unwind, try the Algarve in southern Portugal. Laze around on the golden sandy beaches, soak up the atmosphere of traditional fishing villages like Alvor, or just go for a wander around Albufeira's old town, which still retains its wonderful charm.

**Off the beaten track on the great wall of CHINA**

Our China trek offers a unique experience for the adventurous traveller who wants to get away from it all. Apart from the spectacular scenery, you will have the rare opportunity to camp in a remote part of rural China and experience local life in its most unspoilt state.

---

**Glossary**

- **stunning** extremely attractive or impressive. syn beautiful.
- **thriving** growing and developing, and very successful. syn flourishing.
- **vibrant** full of life and energy.
- **cobbled streets** streets with a surface of old round stones.
- **remarkably** in an unusual or surprising way. syn remarkable.
- **diverse** of many different kinds.
- **undergo sth** experience a process of change.
- **laze around** the work of repairing old buildings, paintings, etc. syn restore.
- **soak sth up** relax and do very little.
- **go for a wander (around/ in)** absorb or take sth into your senses, body, or mind.
- **retain sth** walk slowly without a real purpose or direction. syn wander.
- **charm** keep sth. syn retention.
- **off the beaten track** a pleasant or attractive quality or feature. syn charming.
- **unique** far away from other people and houses.
- **get away from it all** a long hard walk, often in the mountains. syn trek.
- **unspoilt** being the only one of its kind.
- **spotlight** go somewhere different to have a rest or holiday. syn isolated.
- **relax** far from places where other people live. syn isolated.

---

There are different ways of saying relax. You can unwind, take it easy, or chill out. And if you take a break or holiday to get your energy back, you recharge your batteries.
1 Complete the phrases with words from the box.

<table>
<thead>
<tr>
<th>track</th>
<th>easy</th>
<th>wander</th>
<th>atmosphere</th>
<th>batteries</th>
<th>it all</th>
<th>around</th>
<th>streets</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. cobbled
2. go for a
3. take it

4. get away from
5. off the beaten
6. soak up the

7. laze
8. recharge your

2 Complete the words in the dialogues.

1. Is the town centre different now? — Yes, it has undergone major changes.
2. Is it still a thriving holiday resort? — Yes, it’s really f...good value.
3. Is the restaurant cheap? — Yes, it’s r...good value.
4. There’s nowhere like Cuenca. — Absolutely true. It’s completely unique.
5. The village hasn’t changed at all. — No, it’s completely u...it
6. The villa’s miles from anywhere. — Yes, it’s very r...

3 Replace the underlined word(s) with a word or phrase with a similar meaning.

- The village has many pleasant and attractive qualities. Charms

1. He’s running a flourishing new business.
2. Just look at that beautiful view of the mountains.
3. My son’s interests are very varied.
4. The villa was quite remote.
5. We’re going on a long walk across the desert.
6. Our preference is to keep the original design for the garden.
7. We just want to relax and do very little.
8. The old buildings in the centre need to be repaired.

4 Complete the text.

Great Expectations ...

I’d been having a terrible time at work, so I was really looking forward to taking it (1) ...for a couple of weeks on a Greek island, staying miles from anywhere in a (2) ...villa by the sea. At least, that’s what I had hoped. The reality was somewhat different. The villa was undergoing (3) ..., so I had to stay in a nearby beach resort, where most people were trying to do the same as me: (4) ...around on the beach during the day, and then (5) ...around the pretty (6) ...streets in the evening. Unfortunately, the place turned out to be very noisy and unpleasant, so my idea of getting (7) ...all just didn’t happen.

5 ABOUT YOU Write your answers, or ask another student.

What do you want from a holiday? Do you want to ...

- go somewhere vibrant and exciting?
- laze around on a beach and unwind?
- go somewhere remote and get away from it all?
- go on an adventurous holiday?
- wander around interesting towns and villages?
22 I can talk about plays and films

A A fabulous play

The Woman in Black is a spine-tingling ghost story that will have you on the edge of your seat throughout the production. With just a minimal set and few sound effects, the drama will scare you out of your wits!

Glossary
- spine-tingling: very frightening or exciting in a way that you enjoy.
- ghost story: a story about the spirit of a dead person that sb hears or sees.
- set: the scenery and furniture used in a play, film, etc.
- sound effects: sounds that are made artificially in a play, film, etc. to make it more realistic, e.g., wind, thunder.
- scare sb out of their wits: frighten sb very much.
- nail-biting: making you very excited or worried, esp. gripping.
- adaptation: a book or play that has been made into a film, TV programme, etc.
- twist: an unexpected change or development in a story or situation.
- cast: (esp. in pl.) all the people who act in a play or film.
- sensational: extremely good; wonderful; very fabulous, brilliant.
- applause: the sound of an audience (people watching a play, etc.) showing approval by hitting their hands together; applaud v., esp. clap.
- phenomenally: in a very great or impressive way, esp. extraordinarily.
- unanimously: in a way that is agreed by everyone; unanimously exists publicly talked or written about in an admiring way, acclaim v.
- acclaimed: v., esp. clap.

1 Cover the texts and glossary. Circle the correct word.
1 I was on the end / edge of my seat.
2 There were great sound effects / effects.
3 The race had a nail-biting / frightening finish.
4 We were scared out / out of our wits.
5 There's a great twist / cast in the story.
6 We agreed phenomenally / unanimously.
7 It's an adaptation / adoption of a book.
8 The music was spine-tingling / gripping.
9 Are you keen on ghost / spirit stories?
10 Did they applaud / approve at the end?

2 Replace the underlined word or phrase with a word or phrase with a similar meaning.
1 The people watching the play loved it.
2 The play was absolutely fabulous.
3 There has been considerable public praise for the play.
4 The actors in the play were very good indeed.
5 What did you think of the scenery and furniture?
6 The musical was extraordinarily good.
7 It was a really tense and exciting story.
8 Someone started applauding and then everyone joined in.
A terrible movie

A I had to sit through some atrocious sentimental movie that Frankie wanted to see on TV last night, called 'Love in Summer'.

B Oh, I saw that – yes, it was tedious, wasn't it? Full of clichés – you know, all men are shallow, dishonesty is bad...

A Yes, it was all terrible – feeble jokes, wooden dialogue, and the acting was very mediocre. And Jack Burns was totally miscast as the romantic lead, wasn't he?

B Yeah, he was dire, and Maggie Lovett was pretty unconvincing too. I don't know why I watched it all the way through – it was utter rubbish.

---

**Glossary**

**atrocious** very bad and unpleasant, syn. dire

**sentimental** pertains to emotions; making people experience feelings of sadness, sympathy, etc., in a deliberate and obvious way.

**cliché** a phrase or idea that has been used so often it no longer has much meaning and is not interesting. clichéd adj.

**shallow** not showing serious thought, feelings, etc. syn. superficial.

**feeble** very weak.

**wooden** not showing enough natural expression, emotion, or movement.

**mediocre** of only average quality.

**miscast** (of an actor) not suitable for the role they have been given.

**unconvincing** not seeming true or real. syn. convincing

**utter** complete (used to emphasize sth, usually sth bad) an utter waste of time. utter rubbish/nonsense

---

**Is the meaning the same or different? Write S or D.**

1. It's a very romantic film.  
   It's a very sentimental film.  
   S

2. The acting was quite wooden.  
   The acting didn't seem natural.  
   D

3. I was bored to tears.  
   I found it very tedious.  
   D

4. The female characters were shallow.  
   The female characters were superficial.  
   D

5. The leading actor was miscast.  
   The leading actor was convincing.  
   S

6. We were bored stiff.  
   We were bored out of our minds.  
   S

7. The movie was dire.  
   The movie was atrocious.  
   D

8. The film was mediocre.  
   The film was utter rubbish.  
   S

---

Complete the words in the sentences.

1. If a film is d_________ dull, or you are bored s_________, you should leave before the end.

2. Many movies are c_________: they're just boring and lacking in original themes.

3. If the director is poor, the actors may give a w_________ performance as well.

4. There's nothing worse than a comedy film with f_________ jokes.

5. If the plot of a film is hard to believe, the acting may be u_________ too.

6. Most films made in Hollywood are ut_________.

7. People are bored to d_________ by all the m_________ romantic comedies around.

8. I hate musicals. Every single one I've seen has been absolutely d_________.

---

ABOUT YOU Think of some atrocious films you've seen. Why were they dire? Write your answer, or ask a partner.

---

Remember to test yourself
23 I can talk about competitive sport

A A cup competition

Glossary

at home  If a team plays at home, they play in their own stadium. on away.
qualify for sth be good enough to enter a competition. qualification.
knockout In a knockout competition, the winner at each stage continues in the competition, but the loser is no longer in it. synonym: knock sb out of sth.
runner(s)-up a person or team who comes second in a competition.
the rest of sth the remaining people or things; the others.
eliminate sb from sth usually passive; if a team is eliminated from a competition, it has been beaten and can no longer take part in it. synonym: knock sb out of sth.
draw an act of deciding sth by pulling names out of a bag. be drawn (against sb).
round a stage in a sports competition. reach the next stage in a competition.
neutral not belonging to either of the teams who are playing.
venue a place where an organized event happens. success in a game, war, etc. victorious.
victory

1 True or false? Write T or F.

1. If you qualify for a competition, you will win it. ______
2. A venue is the last game in a competition. ______
3. The runner-up comes second in a competition. ______
4. In the knockout stage of a competition, every team plays more than one game. ______
5. If you are eliminated, that is the end of your competition. ______
6. If you are victorious, it is a good result. ______
7. If you play away, you’re at a neutral venue ______
8. The draw is a way of deciding which teams play against each other. ______

2 Complete the words in the text.

We did well in the cup this year. We played away in the first (1) r________ in the next two rounds and had fairly easy (3) v________. In the (4) d________ for the quarter-final, we had to play the (5) t________ at last year but we played really well and (6) g________ to the semi-final. Unfortunately, we then lost because one or two of our best players were injured in training, and that seemed to affect (7) t________ of the team. However, at least we were (8) k________ by the team that went on to win the competition.
B Playing well and playing badly

At the beginning of the season our form in the league was poor, but we've had a good run lately, and we're unbeaten now in five games.

Carter was in great form for us last season, but recently he's let us down.

When the opposition put us under pressure, we just went to pieces.

We had an outside chance of promotion before Christmas, but now we've got no chance.

We dominated the game and were on the verge of winning, then we gave away a silly penalty.

Glossary

form
league
a (good/bad) run
unbeaten
promotion
let sb down
under pressure
go to pieces
dominate
on the verge of

the way in which sb is performing (he's in good/great form is performing well; he's off form is performing badly).
a set of teams who play each other over a season to find the best team.
a period of performing well or badly.
not having lost.
the action of moving a team up to a higher league. be promoted v.
unrelegation n., be relegated v.
fail to give sb the help and support they need.
in a stressful situation, often because sb is forcing you to do sth in a certain way.
become very nervous or upset and unable to perform.
in (sport) play better than sb and be in control of the game. be on top, dominant adj., near to the moment of doing or achieving sth.
lose a game, point, or competition through a bad mistake.

3 One word is missing in each line of the text. What is it and where does it go?

We've been good form recently, and last Saturday we started the match really well, and we the first half.

Then, at the start of the second half, they put us a lot of pressure, and we a silly goal. After that, I'm afraid, we completely went pieces. I thought our goalkeeper, in particular, really let us. And after losing that game, we have no of promotion this year. In fact, if we go on playing badly, we could be at the end of the season.

4 Rewrite the sentences on the left without changing the meaning.

1 They've done well recently. They've had a good

2 She could win at the Olympics. The Olympics could be her big

3 We could go up to the next league. We could be

4 We're close to victory. We're on the

5 We haven't lost this season. We are

6 Recently he's been playing badly. Recently he's been off

7 We dominated most of the game. For most of the game we were

1 Remember to test yourself
A A natural garden

I've always been excited by the idea of a garden which initiates the best of nature, so, having acquired a cottage in the country, I'm now in the process of creating my own wildlife garden. The site is ideal—a gentle slope going down to a pond, plus there's a shed—and there are already plants to attract wildlife such as bees and butterflies. I've scattered seeds to create a wildflower meadow, and I hope birds will soon build nests.

Glossary
imitate sth/sb  v. imitate sth/sb, imitation n. copy v. acquire sth  v. obtain sth by buying it or being given it. cottage  n. a small house, especially in the country. in the process of doing sth  v. doing things that are necessary to achieve sth. wildlife  n. animals, birds, and insects that live in a natural state. site  n. an area of land that is used for sth (camping site/building site). slope  n. an area of land that is higher at one end than the other. shed  n. a small simple building, made of wood, and often found in gardens. attract sth/sb  v. make sth/sb come towards you. scatter sth  v. throw or drop things in different directions over a wide area. seed  n. the small hard part of a plant from which new plants grow. meadow  n. a field covered in grass, and often wild flowers. nest  n. a place where birds lay their eggs and live with their young. nest v.

1 Circle the correct word(s). Both words may be correct.
1 We grow potatoes in that field/meadow.
2 He works on a building land/site.
3 This plant will attract/scatter butterflies.
4 I copied/imitated my neighbour's garden.
5 How did you obtain/acquire that land?
6 There's a camping/building site nearby.
7 We need to protect/wildlife/wildlives.
8 Look at the scenery/nature!

2 Complete the sentences.
1 I'm in the of building a new wall round the garden.
2 There are two blackbirds building a under the roof of the garden.
3 For the to grow, the water has to go up the from the .
4 I love being in the surrounded by the beauty of nature.
5 I've bought lots of packets of to grow different flowers and vegetables.
6 From the kitchen of our , the garden down quite steeply to the river.

Spotlight nature
We can say someone is interested in nature (+ the physical world and everything that lives in it). We don't talk about being in the nature. We say I like being in the countryside, or I looked at the beautiful scenery.

Remember to test yourself
B Gardening chores

**SPRING:** Add compost to enrich the soil.
Prune certain bushes and plants.
Dig the ground if it’s not too muddy.

**SUMMER:** Mow the lawn once a week.
Do regular weeding.
Put your feet up and enjoy the garden.

**AUTUMN:** Tidy hedges and fallen leaves.
Plant bulbs for the following spring.

---

**Glossary**

- **chore** a small job that you have to do regularly; often around the home.
- **compost** a mixture of decaying plants and food that is added to soil to help things grow (compost makes soil more fertile: fertility).
- **enrich sth soil** improve the quality of soil by adding something to it.
- **prune sth muddy** the top part of the earth in which trees and plants grow.
- **muddy** remove some of a plant’s stems or branches to improve future growth. non-cut-back.
- **do the weeding** (of the earth) wet from too much rain. mud.
- **plant sth** remove the weeds (= wild plants growing where they are not wanted in a garden).
- **hedge** put flowers and other plants into the soil.
- **put your feet up** a line of bushes growing close together around a garden or field.
- **set down and relax**
- **spade**
- **lawnmower**

---

3 Good news or bad news? Write G or B.

1. The ground is muddy._____
2. We’ve got lots of compost._____
3. I’ve got lots of chores._____
4. The lawn is full of weeds._____
5. There’s loads of digging to do._____
6. The bulbs are coming up._____

---

4 Rewrite the sentences without using the underlined words. Keep the meaning the same.

1. Have you got something I can use for digging? Have you got a _______?
2. I’m going to sit down and relax. I’m going to put _______.
3. He’s going to cut the grass. He’s going to _______.
4. You’ll need to prune this bush. You’ll need to _______.
5. I’m going to improve the soil. I’m going to add _______.
6. I want to put some roses in the ground. I want to _______.
7. There’s a line of bushes round the field. There’s a _______.
8. I need to take out the weeds. I need to do _______.
9. We need to enrich the soil. We need to make the soil _______.

---

Remember to test yourself
A Different kinds of shopper

Impulse shopper: You might go to the shops in search of sandals and come back with a winter coat. You may also have things in your wardrobe with the price tag still on them.

Situational shopper: Shop till you drop. Not you. You're not there for browsing – you're after a particular buy. And the minute you've got it, you're off.

Bargain buyer: You have an eye for a bargain, and you'll shop around until you find it.

Serious shopper: You're incredibly focused and won't be distracted by cheap offers.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>impulse (to do sth)</td>
<td>a sudden desire to do sth without thinking about the results (buy sth on impulse).</td>
</tr>
<tr>
<td>in search of sth</td>
<td>looking for sth.</td>
</tr>
<tr>
<td>price tag</td>
<td>a label on sth which shows how much you must pay.</td>
</tr>
<tr>
<td>shop till you drop</td>
<td>spend a long time shopping because you don't want to stop (till = until).</td>
</tr>
<tr>
<td>browse</td>
<td>casually look at things in a shop, or look through the pages of a book.</td>
</tr>
<tr>
<td>after sth</td>
<td>looking for and trying to obtain sth (after a jacket / after a job).</td>
</tr>
<tr>
<td>the minute</td>
<td>as soon as, at the moment.</td>
</tr>
<tr>
<td>be off</td>
<td>go; leave.</td>
</tr>
<tr>
<td>have an eye for sth</td>
<td>have a natural ability to see or find sth (to have your eye on sth is to have seen sth and want to have it or buy it).</td>
</tr>
<tr>
<td>shop around</td>
<td>go to different shops until you find what you want.</td>
</tr>
<tr>
<td>focused</td>
<td>having a very clear aim; knowing what you want to do.</td>
</tr>
<tr>
<td>be distracted by sth</td>
<td>be looking at or thinking about sth so that you are unable to pay attention to other things. distract ab from sth's.</td>
</tr>
</tbody>
</table>

1. Circle the correct word.
   1. If I don't find something immediately, I'm happy to shop around / away.
   2. He's got an / his eye on a small vase, which he might buy.
   3. He's very distracted / focused at work and just keeps going till the job's finished.
   4. She really has an / her eye for detail.
   5. You're distracting me from / by my work. Go away!
   6. I just stopped to page / browse through this magazine.

2. Complete the text with suitable words and phrases.

I went into town with Patsy. I was in (1) ____________ some shoes, Patsy was (2) ____________ a top and a skirt. I saw some lovely shoes in 'Shoos', but then I looked at the price (3) ____________ and decided I'd (4) ____________ something a bit cheaper. Patsy then pointed out some boots in the shop opposite. The (5) ____________ I saw them I knew I had to have them. I just bought them (6) ____________ – I couldn't stop myself. The trouble is, after that I was bored and wanted to go home. I'm not the kind of person who shops till they (7) ____________ , so I told Patsy that I had to be (8) ____________ in order to get home and finish an essay. She didn't mind. I left her (9) ____________ in a very expensive boutique that opened last month.
B Shopping habits

SHOPPING is the UK's fourth favourite leisure pursuit. Whether it's a spending spree, bargain hunting, or just browsing, millions of us head for the shops every weekend. And it's not just women who indulge in this popular pastime. Men over 50 now outspend women of the same age, because of their love of gadgets, and it's estimated that two to eight percent of all UK adults are shopaholics. A small number, though, may become compulsive shoppers: they become addicted to it and end up with crippling financial debts.

<table>
<thead>
<tr>
<th>Glossary</th>
<th>Spotlight</th>
<th>Prefix</th>
</tr>
</thead>
<tbody>
<tr>
<td>pursuit</td>
<td>syn: hobby, pastime (leisure/outdoor pursuits)</td>
<td>used as a prefix with verbs; over means more; greater/larger; etc.</td>
</tr>
<tr>
<td>spree</td>
<td></td>
<td>more; greater; larger; etc.</td>
</tr>
<tr>
<td>bargain hunting</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
<tr>
<td>head for/towards</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
<tr>
<td>indulge in sth</td>
<td></td>
<td>a small tool or piece of equipment that does sth useful</td>
</tr>
<tr>
<td>gadget</td>
<td></td>
<td>a small tool or piece of equipment that does sth useful</td>
</tr>
<tr>
<td>shopaholic</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
<tr>
<td>compulsive</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
<tr>
<td>addicted to sth</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
<tr>
<td>crippling</td>
<td></td>
<td>an unconstrained way (spending/shopping spree)</td>
</tr>
</tbody>
</table>

3 Find six compound words or common phrases in the box.

<table>
<thead>
<tr>
<th>bargain</th>
<th>drug</th>
<th>compulsive</th>
<th>crippling</th>
<th>shopping</th>
<th>leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>debts</td>
<td>gambler</td>
<td>spree</td>
<td>hunting</td>
<td>pursuit</td>
<td>addict</td>
</tr>
</tbody>
</table>

4 Complete the sentences.

1. When I saw Sue she was ________ for the supermarket.
2. I don’t have time to ________ in too many leisure pursuits. I’m too busy at work.
3. Steve loves any kind of ________, so I gave him an alarm clock which changes colour.
4. It’s not perfect, but the advantages ________ the disadvantages.
5. The men ________ the women 5 to 1 in that company.
6. It’s easy to get ________ things such as drugs or alcohol.

5 ABOUT YOU Write your answers or ask another student.

How often do you go on a spending spree? __________________________
What’s your attitude to bargain hunting? __________________________
What kind of gadgets do you buy, if any? __________________________
Would you describe yourself as a shopaholic? __________________________

Remember to test yourself
26 I can talk about socializing

A Parties 🎉

Organizing a party

- The host is expected to lay on food and drink, which can be expensive and time-consuming. Consider asking others to make a contribution and bring something.
- A lot of food means a lot of cleaning up. Think about disposable plates and cutlery.
- Don't advertise it on the internet beforehand. You don't want gatecrashers.
- Parties take a while to warm up. Consider music (not too deafening) that it drowns out the conversation or party games to liven things up.
- Finally, don't get carried away. You're planning a party, not a theme park.

Glossary

socialize  🎉
host
lay sth on time-consuming contribution
clear (sth) up disposable beforehand
gatecrasher warm up
deafening liven sth up
get/be carried away

spend time with other people in a friendly way; sociable
a person who is giving a meal or a party (hostess can be used for a woman).
provide sth for sb, especially food, drink, or transport.
a thing that you give or do to help sth be successful (make a valuable/significant contribution).
contribute v.
leave everything clean and tidy.
intended to be used once or twice then thrown away.
before sth else happens or is done.
a person who tries to get into a party without an invitation.
(of a party or event) start to become interesting and enjoyable.
be louder than other sounds, so they can't be heard.
make sth more exciting (liven up = become more exciting).
become very excited or lose control of your feelings.

1 Complete the dialogues with a suitable word.
1. Whose party is it? – Paula and Simon are the ____________________.
2. Can we throw these plates away? – Yes, they're ____________________.
3. Can we do anything we like? – Yes, but don't get carried ____________________ !
4. Did this take long? – Yes, it was very ____________________.
5. She's always out with people. – Yes, she ____________________ a lot.
6. Why did you turn up the music? – To ____________________ the noise from next door.
7. Did people help out at the party? – Yes, everyone made a ____________________.

2 Complete the words in the text.

... and the party was great! Carol (1) __________ a lot of hot food, but I think she prepared most of it (2) __________. And most of the people who were invited (3) __________ by bringing a bottle. She also put a couple of big guys near the door to stop (4) __________, which was sensible. It (5) __________ after a while, and by 11 o'clock things had really (6) __________, and it was great. A neighbour complained that the music was (7) __________ but that's all. I bet Carol had a lot of (8) __________ the next day, but it was worth it.

74 LEISURE AND LIFESTYLE

Remember to test yourself
B In other people's company

A Shall we **pop round** and see Glynnis?
B Yes – she may **fancy** a bit of **company**.
A They'll have fun tonight, **no doubt**.
B Yes, but I'm sure they won't **get drunk**.
A Jim's quite **awkward** when he's in **company**.
B Yeah. I think he's a bit of a **loner**.
A We're having a **get-together** tonight.
B Oh, can I **join in**?
A You never get a **warm welcome** at Laura's.
B No. And her friends are all a bit **cliquey** as well.

---

**spotlight**

- **company**
  - (= being with other people)
  - (= enjoyable to be with)
- **good company**
  - (= enjoyable to be with)
- **company**
  - (= being by himself)
  - (= with other people)
- **accompany** you
  - (usu. = go with you)

Glossary

- **pop round/over/in**
  - (usu) go somewhere quickly or for a fairly short time.
- **fancy** sth
  - (usu) want sth or want to do sth.
- **no doubt**
  - used to say you expect sth will happen.
- **drunk**
  - having drunk too much alcohol (get/be drunk).
- **awkward**
  - not relaxed or comfortable with other people.
- **loner**
  - a person who is often alone and usually prefers to be alone.
- **get-together**
  - a friendly informal meeting or party. syn do N. INR.
- **join in**
  - take part in an activity with other people.
- **warm welcome**
  - if sb gives you a warm welcome, you feel relaxed in their home. (make sb feel welcome).
- **cliquey**
  - disapproving: forming a small group and not letting others join in. clique N.

3 Rewrite the sentences without using the underlined words. Keep the meaning the same.

1. She's not very good **with other people**.
   She's not very good ___________.
2. He **had too much to drink**.
   He ___________.
3. He **prefers his own company**.
   He's a ___________.
4. Come to the **get-together** tonight.
   Come to the ___________.
5. He's very **uncomfortable** with people.
   He's very ___________.
6. She **made me feel relaxed in her home**.
   She gave me a very ___________.
7. They're **unfriendly to outsiders**.
   They're a bit ___________.
8. Someone will **go with** you.
   Someone will ___________.

4 Complete the dialogues in a suitable way.

1. Did you go with them?
   Yes, I asked if I could ___________.
2. Do we know when she's arriving?
   No, but no ___________ she'll ring us.
3. Are you staying in?
   Yes. Do you want to ___________ round?
4. He's a bit of a loner, isn't he?
   Yes, he prefers his ___________.
5. Are you going out?
   No, we're having a big family ___________.
6. Are they having a ___________ at the club?
   Yeah. Do you ___________ going?
7. She's great to be with.
   Yeah, she's good ___________.
8. They're not very nice to other classmates.
   No, they're a very tight little ___________.

Remember to test yourself
Review: Leisure and lifestyle

Unit 20

1 Match the sentence halves.
1. My brother and I are like
2. You can't have your
3. It was a small repair, but he made a
4. That deal sounds a bit
5. You might get the money but don't count your
6. Bad news: the plans have gone
7. I felt like a
8. I was wrong and in the end I had to eat my

a. meal of it.
b. chickens.
c. fish out of water.
d. chalk and cheese.
e. cake and eat it.
f. fishy to me.
g. words.
h. pear-shaped.

2 Use a word from the left and a word from the right, and write a sentence explaining the connection between them.

- cinnamon ✓
- braise
- cork screw
- herb
- whisk
- pulse
- raisin
- beat
- colander
- nut
- lentils
- soup
- casserole
- spice ✓
- ladle
- wine
- cashew
- dried fruit
- wok
- drain
- sage
- stir-fry

Cinnamon is a type of spice.

Additional words: butter sb up, egg sb on, have egg on your face, be full of beans, rub salt into the wound, sell like hot cakes

Unit 21

1 Replace words in the text with words from the box so that the meaning stays the same.
You may have to change the form of the verbs in the box.

unwind ✓
restore
thriving
thriving
diverse
vibrant
vibrant
recharge your batteries
stunning ✓
recharge your batteries
unwind
stunning

Lisbon is surrounded by seven hills, and from most of them you have beautiful, stunning views of this unusual city, which has managed to keep so much of its varied architecture and cultural heritage. But it is also a modern, flourishing European capital, and in recent years many of the old buildings have been repaired. For tourists, one of the most popular parts is the Alfama, where you can casually walk around and absorb the charms of the old town. The Chiado district is famous for shops and restaurants, but for really exciting night life, head for the Bairro Alto. Then after all that, you can relax on the nearby beaches of Cascais and Estoril: wonderful places to get your energy back.
2. Complete the definitions with a suitable word.
   1. unique: the __________ one of its kind.
   2. off the beaten track: __________ away from other people and houses.
   3. unspoilt: beautiful because it hasn’t __________.
   4. cobbled streets: streets with a surface of old round __________.
   5. take it easy: __________ and do very little.
   6. trek: a long hard __________.
   7. undergo something: experience a process of __________.
   8. charms: very __________ qualities or features.

   **more words:** heritage, exotic, renowned, long-haul (flight/destination), tranquil

---

**Unit 22**

1. Complete the review with suitable words.

   The Last Servant is advertised as a (1) nail________ story that will have theatre (2) __________ on the (3) __________ of their seats. Well, not me, I’m afraid. Giles Harrison (looking all of his 25 years) was completely (4) __________ as the 14-year-old son of the mad doctor, and the plot borrowed all the same old (5) __________ that we’ve seen a hundred times before; even the sound (6) __________ were pathetic. After the first twenty minutes I was, frankly, bored to (7) __________, and while it may please some people, I thought it was utter (8) __________.

2. Put the words in the correct column below.

<table>
<thead>
<tr>
<th>Sensational</th>
<th>Dire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tedious</td>
<td>Fabulous</td>
</tr>
<tr>
<td>Mediocre</td>
<td>Phenomenal</td>
</tr>
<tr>
<td>Unconvinced</td>
<td>Extraordinary</td>
</tr>
<tr>
<td>Atrocious</td>
<td>Sentimental</td>
</tr>
</tbody>
</table>

   **more words:** witty, rave about sth, bitter-sweet, tear jerker, grim, harrowing

---

**Unit 23**

1. Tick the words in italics which are possible. More than one word may be correct.

   1. I think the team will be promoted [relegated] [qualified] next season.
   2. They’re playing badly because they’re on top [under pressure] [off form].
   3. They now have a last [a great] [an outside] chance of victory.
   4. The team are playing at home [away] [a neutral venue] this weekend.
   5. There’s a chance they’ll get through [knocked out] [drawn].
   6. They didn’t win, but at least they were victorious [eliminated] [runners-up].
2 Complete the words in the dialogues.

1. A: Do you know who we've been d__________ against in the next round of the cup?
   B: Well, it can't be Oxford because they've already been e__________: they lost in the last round.

2. A: Federer really deserved his v__________ in the final.
   B: Yes, he did. And I think it was probably his l__________ chance, because he'll be retiring soon.

3. A: How are Leeds doing this season?
   B: Really well. They've had a very good r__________ since the beginning of the year; in fact, they're u__________ in six matches.
   A: So they're on really good f__________, then.

4. A: What on earth happened to us in the second half?
   B: I don't know. We were well on t__________, then we g__________ a ________ penalty. It was a disaster.

Unit 24

1. Find 15 more words related to gardening in the word square.

   M  C  O  M  P  O  S  T  S  T
   E  L  R  Y  R  M  I  S  P  O
   A  A  B  B  U  S  H  H  A  W
   D  W  U  S  N  I  E  E  D  I
   O  N  L  Y  E  G  S  D  E  L
   W  M  B  H  E  D  G  E  S  D
   W  O  F  E  R  T  I  L  E  L
   E  W  A  F  F  E  D  I  E  I
   E  E  N  R  I  C  H  N  D  F
   D  R  O  O  T  S  A  G  S  E

2. Use the words from the word square in the sentences.
   - I added compost to improve the soil.
   1. The ________ take up the water into the plant.
   2. All gardeners want to attract ________ such as bees and butterflies into their gardens.
   3. You just scatter the ________ over the soil and then cover them.
   4. I want a more informal garden, with wild flowers and grass — a ________, in fact.
   5. Some flowers grow from a ________ which you plant in the soil.
   6. Look — there's a big ________ growing next to the door. Take it out.
   7. It's important to compost before planting.
   8. Compost makes the soil more ________.
   9. You can plant a row of bushes to make a beautiful ________ along your garden.
   10. If the bushes get too big, you'll have to ________ them a bit.
   11. The grass needs cutting — you'll find the ________ in the garden.
   12. I need to do some digging but I can't find the ________.
Unit 25

1 Complete the phrases with words from the box.

<table>
<thead>
<tr>
<th>spree</th>
<th>tag</th>
<th>around</th>
<th>pursuit</th>
<th>gambler</th>
<th>impulse</th>
<th>hunting</th>
<th>debts</th>
<th>addict</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 buy something on ________</td>
<td>6 bargain ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 an outdoor ________</td>
<td>7 a compulsive ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 a drug ________</td>
<td>8 crippling ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 shop ________</td>
<td>9 a price ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 a spending ________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Correct the error in each sentence.

- Something distracted me from what I was saying. __________
  - I'm just off to the shops - I'm before a new sweater. __________
  - I know she would be a difficult customer the minutes I saw her. __________
  - I've had my eye for that coat for ages. __________
  - When she's feeling low she tends to induct in a bit of bargain hunting. __________
  - What time are you out to Paris in the morning? __________
  - Do you know anyone whose addicted to internet shopping? __________
  - He left the bank and headed to the railway station. __________
  - We went to Crete this summer in searching of the sun. __________

3. more words: retail therapy, charity shop, haggle, merchandise, designer label, get a buzz / rush from / out of sth

Unit 26

1 Complete the text with words from the box.

<table>
<thead>
<tr>
<th>draw</th>
<th>host</th>
<th>get-together</th>
<th>lay</th>
<th>awkward</th>
<th>away</th>
<th>pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>host</td>
<td>jon</td>
<td>socialize</td>
<td>loner</td>
<td>liven</td>
<td>company</td>
<td></td>
</tr>
</tbody>
</table>

Do you want to make new friends? Yes?

Well, follow our suggestions, they will help you to (1) ________ more effectively!

* If you're a bit of a (2) ________ and prefer your own (3) ________, make a special effort to (4) ________ in with any social events at work. At least you'll know a few people so you should feel less (5) ________.

* Start by inviting one or two people to (6) ________ round and have a drink one evening. Try to (7) ________ on a bit of food and drink that you think they will enjoy. Put some music on to help (8) ________ things up a bit, but don't have it so loud that it (9) ________ out the conversation. It's important to (10) ________ your guests feel welcome.

* When you have a little experience of being the (11) ________, have a small (12) ________ for a few neighbours - not more than about half a dozen. Don't get carried (13) ________ and start inviting loads of people - take things step-by-step, and in no time you'll start to feel more confident.

4. more words: break the ice, throw a party, housewarming party, hen party, stag night/party, cater/catering

REVIEW: LEISURE AND LIFESTYLE 79
# 27 I can talk about change

## A Words describing change

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>transform sth</td>
<td>Computers have transformed our lives.</td>
<td>completely change the appearance or character of sth, often to make it better. transformation n.</td>
</tr>
<tr>
<td>amend sth</td>
<td>Civil servants are now amending the document.</td>
<td>make changes to correct a mistake or improve a law, statement, document, etc. amendment n.</td>
</tr>
<tr>
<td>adapt to sth</td>
<td>We must adapt to a changing world.</td>
<td>change your behaviour in order to be more successful in a new situation. see adjust (to sth).</td>
</tr>
<tr>
<td>assimilate sth</td>
<td>It takes time to assimilate new ideas.</td>
<td>learn and get used to sth which is new and different. assimilation n.</td>
</tr>
<tr>
<td>evolve</td>
<td>Democracy has evolved over hundreds of years.</td>
<td>change gradually, often from something simple to something more complicated. evolution n.</td>
</tr>
<tr>
<td>transition</td>
<td>We hope for a smooth transition.</td>
<td>a process or period of change from one state to another (a society in transition is changing).</td>
</tr>
<tr>
<td>revert (back) to sth</td>
<td>After weeks of unrest, life has reverted to normal.</td>
<td>return sth to its former state or condition. restoration n.</td>
</tr>
<tr>
<td>restore sth</td>
<td>Some people want to restore the monarchy.</td>
<td>revert sth to its former state or condition. restoration n.</td>
</tr>
<tr>
<td>reverse sth</td>
<td>They were going to let him go, but they reversed their decision.</td>
<td>change sth so it is the opposite of what it was before. reversal n., reversible adj. or irreversible.</td>
</tr>
<tr>
<td>reform sth</td>
<td>There are new proposals to reform the prison system.</td>
<td>improve a system, an organization, a law, etc. by making changes to it. reform n.</td>
</tr>
</tbody>
</table>

1. Organize these words into the categories below.

   - evolve
   - revert
   - restore
   - amend
   - assimilate
   - reverse
   - transform

   1. a word that describes complete change: __________
   2. words that describe a change to improve something: __________
   3. words that describe changing back: __________
   4. words that describe a gradual change: __________

2. Complete the sentences with a suitable word:

   1. There will be a period of __________ when the new government takes over.
   2. The building was badly damaged, but they are planning to __________ it.
   3. As a company we believe in __________, not revolution.
   4. They’ve changed their minds completely: this is a __________ of the previous policy.
   5. After years of civil war, the country will find it difficult to __________ back to normal.
   6. We will all have to __________ to climate change, or it will be a disaster for the planet.
   7. Once the ice caps melt at the poles, the change is completely __________.
   8. We’ll need time to __________ all the new ideas in their proposed plan.

80 A CHANGING WORLD
B Change management

Managing change

Most employees resist change that is enforced and imposed upon them. So, if a company wants to pursue a policy that aims to bring about sweeping, or even subtle, changes, managers need to remember that their role is to facilitate change and not impose it. This requires an ongoing consultation process with the staff, so that any changes have their support before they are implemented.

Glossary

resist sth refuse to accept sth and try to stop it happening. resistance n.
enforce sth make people obey sth (enforce the law). enforcement n.
impose sth on/upon sb make sb accept sth against their wishes.
pursue sth follow or try to achieve sth over a period of time (pursue a policy/goal).
bring sth about make sth happen. syns create sth, cause sth.
sweeping change a big change that will have an important effect.
subtle not easy to notice or understand (subtle difference). are obvious.
facilitate sth make an act or process easier to achieve.
ongoing continuing to develop (an ongoing process/investigation).
consultation the act of discussing sth with sb before making a decision. consult sb v.
consultative a.
implement sth make sth that has been decided start to happen. syns carry out sth, put sth into practice. implementation n.

3 Positive or negative? Write P or N.
1 They've enforced the change. N
2 They've resisted any change. P
3 They've been very consultative. N
4 They've imposed change. N
5 They've introduced refreshing changes. N
6 They want to facilitate change. N

4 Replace the underlined words with different words that give a similar meaning.
1 It's only a small difference but we believe it will have an effect significantly
2 He wants to introduce radical changes. fundamental
3 The new furniture is a welcome change. refreshing
4 They have the power to make people obey the law. enforce
5 They plan to carry out a number of changes. implement
6 The new measures will create further change. facilitate

5 Complete the words in the text.

When the new head teacher arrived, it was rumoured that she planned to (1) p changes to the way the school was organized, and that she wouldn't be very sympathetic to staff who showed any real (2) r. However, unlike the former head who never talked to anyone, Mrs Palmer has (4) c members of staff, and that has been a (5) w change. She set up a staff committee, and we have been involved in an (6) o process of (7) c for about two months. We have also (8) i a few changes which have already made an (9) c difference.

Remember to test yourself
28 I can talk about energy conservation

A Saving energy in the home

Three easy ways to conserve energy in the home

- **Switch to energy-saving eco light bulbs.** They emit less heat and last for longer. They may be more expensive, but you can greatly reduce your energy consumption.
- Never leave electrical **appliances** such as TVs on standby, or leave your mobile phone **charging** unnecessarily. Get rid of your **tumble dryer**: they consume masses of energy.
- Every year we throw away thousands of batteries, making **landfill** sites even more toxic. Use **rechargeable batteries**, or better still, **solar chargers**.

### Glossary

| conserve sth | avoid wasting sth. conservation |
| switch to sth | change from using one thing to using another |
| energy-saving | not wasting much energy (water-saving, labour-saving) |
| eco(-) | (short for ecology) relating to the environment (eco-home, eco-disaster) |
| emit sth | send out sth such as light, heat, sounds, gas, etc. emission |
| consumption | the act of using energy, food, or materials. consume (a person or a consumer) |
| appliance | a machine you use at home e.g. fridge, washing machine |
| on standby | If a TV is on standby, it is connected to the power supply but is not in use |
| charge sth (up) | pass electricity through sth to store it there, using a charger (s) |
| tumble dryer | a machine that uses hot air to dry clothes |
| landfill (site) | an area of land where large amounts of rubbish are buried |
| toxic | poisonous (toxic chemicals/gases/substances) |
| better still | even better (still is used to make a comparison stronger) |

1 Good or bad, in terms of energy-saving? Write G or B.

1 I left the TV on standby overnight. ___
2 We don’t use eco light bulbs. ___
3 I switched to rechargeable batteries. ___
4 Our energy consumption increased. ___
5 The machine emits toxic substances. ___
6 We took energy conservation measures. ___
7 He left the phone charger on all day. ___
8 Our energy emissions are high. ___
9 We avoided sending it to landfill. ___
10 I threw away a water-saving device. ___

2 Complete the sentences.

1 Have you got a tumble __________? If so, could you manage without it?
2 When you __________ your mobile phone, do you leave it plugged in overnight?
3 Do you know how much electricity you __________ in an average week?
4 How many electrical __________ in your kitchen do you use regularly?
5 Do you always turn off lights in rooms you aren’t using to __________ energy?
6 Do you use rechargeable __________, or better __________, a solar __________?
7 Which energy __________ steps in the article above do you actually take?
8 Are you an above-average or below-average __________ of electricity?

3 ABOUT YOU Answer the questions in Exercise 2, or ask another student.

82 \[ A \text{ CHANGING WORLD} \]
Saving energy in a restaurant

ACORN HOUSE RESTAURANT is London's first truly environmentally-friendly restaurant. It's a training restaurant which aims to turn out green chefs, making it a groundbreaking enterprise. The principles are: using local produce which is in season to reduce food miles; avoid disposable products; and recycle at least 80 per cent of all waste. Even the building itself has been designed to maximize natural light and to minimize energy use. In the most sustainable restaurant in the capital, everything is done to reduce each customer's carbon footprint. Is this the restaurant of the future?

Glossary
- **green**: concerned with or supporting the protection of the environment.
- **groundbreaking enterprise**: using new methods or making new discoveries.
- **food miles**: the distance food travels from where it is grown or produced to where it is consumed.
- **disposable**: made to be thrown away after use.
- **recycle**: treat sth so that it can be used again, recycling is...
- **sustainable**: using methods which do not harm the environment (sustainable agriculture/energy).
- **carbon footprint**: Your carbon footprint shows how much CO₂ is emitted from your personal energy use (reduce your carbon footprint).

- **spotlight on**: -friendly is often used with nouns, adjectives, and verbs to mean 'helping a person or thing not harming them'.
- **eco-friendly**: light bulb
- **environmentally-friendly cleaning products**
- **user-friendly instructions** (= easy to use or understand)

Tick the word(s) which are possible. One, two, or three may be possible.

1. Using natural materials such as cotton or wool is more environmentally-friendly [ ] user-friendly [ ]
2. Food which is in season [ ] out of season [ ] disposable [ ]
3. We should try to recycle food miles [ ] our carbon footprint [ ] sustainability [ ]
4. In new buildings, it's important to minimize [ ] maximize [ ] dispose of [ ] natural light.
5. The restaurant is an exciting new enterprise [ ] carbon footprint [ ] venture [ ]
6. We are interested in groundbreaking [ ] sustainable [ ] green [ ] projects.

Complete the texts.

- Two university scientists have been given an award for their [ ] research into ways of reducing the environmental impact of used computers. Their unusual [ ] aims to reduce [ ] per cent of all computer parts, and ensure that the remaining 5 per cent will be disposed of in a way which [ ]...

Food (7) m (or food kilometres) are the distance food travels from the farm to your plate. Here at The Good Food Forum we aim to educate communities on this issue, and to encourage consumers to buy locally produced food which is in (8) s.

Remember to test yourself
A. Threats to wildlife in general

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>habitat</td>
<td>Some birds are in danger of losing their habitat.</td>
<td>the place where a plant or animal is usually found (natural habitat).</td>
</tr>
<tr>
<td>deforestation</td>
<td>Deforestation is a real threat.</td>
<td>the act of clearing forests (= removing trees).</td>
</tr>
<tr>
<td>endangered species</td>
<td>The African elephant is an endangered species.</td>
<td>endangered in danger because numbers are falling,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>species a group of animals, plants, etc. whose members are similar and can breed with each other.</td>
</tr>
<tr>
<td>under threat</td>
<td>Likely to be harmed or damaged; also threatened with sth.</td>
<td>Many wild animals are under threat.</td>
</tr>
<tr>
<td>(of sth)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>reserve</td>
<td>We can protect certain species by creating reserves.</td>
<td>a protected area for plants, animals, etc. (a wildlife/nature reserve).</td>
</tr>
<tr>
<td>in the wild</td>
<td>In the wild, giant pandas eat bamboo exclusively.</td>
<td>in a natural environment not controlled by people.</td>
</tr>
<tr>
<td>in captivity</td>
<td>The bear was born in captivity.</td>
<td>kept in a zoo or park, etc.</td>
</tr>
<tr>
<td>in decline</td>
<td>Snow leopard populations are in decline.</td>
<td>continuously decreasing in number, quantity, etc. (gradual/steady decline).</td>
</tr>
<tr>
<td>breed v</td>
<td>Eagles breed in spring. We breed in captivity.</td>
<td>1 (of animals) have sex and produce young, 2 keep animals in order for them to produce young.</td>
</tr>
<tr>
<td>breed out</td>
<td>Deforestation is wiping out certain species.</td>
<td>destroy or get rid of sth completely.</td>
</tr>
<tr>
<td>die out</td>
<td>This species of cat is dyeing out.</td>
<td>become less common and eventually disappear.</td>
</tr>
</tbody>
</table>

spotlight: extinct, extincion

If a plant or animal is extinct, it no longer exists. Are shrubs becoming extinct? The species is in danger of extinction. It is on the verge of extinction. (= very close to extinction)

1. Is the meaning of the sentences the same or different? Write S or D.
   1. The tiger population is in decline. There are fewer tigers than there were.
   2. We are destroying their natural habitat. We are destroying the nature reserves.
   3. It is on the verge of extinction. It is almost extinct.
   4. They breed better in the wild. They breed better in the wild.
   5. This species is endangered. This species is under threat.
   6. I've seen widespread deforestation. I've seen many forests cleared.
   7. In time, it will die out. In time it will gradually disappear.

2. Complete the dialogues with a single word in each space.
   1. Has the dodo been wiped [ ] ? - Yes, it's [ ].
   2. They're in steady [ ], aren't they? - Yes, it's just a [ ] process.
   3. These birds are in [ ] of extinction. - That's awful. Can they [ ] more?
   4. Did you see them [ ] captivity? - No, I was lucky - I saw them in the [ ].
   5. I went to a nature [ ] last year. - It's great to see animals in their natural [ ]
   6. There's far too much fishing of cod. - Yes, many [ ] of fish are [ ] extinct.

A CHANGING WORLD
**B Threats to an endangered species**

**Under threat: the rhino**

- **Poaching:** This poses the greatest threat to this species, despite the ban on trade in rhino horn, which is particularly sought after for medical or decorative use.
- **Civil disturbance:** War diverts funds from conservation, and the high levels of poverty in affected areas increase the likelihood that people will turn to poaching. In some African countries, civil disturbance has taken a heavy toll on rhino populations.
- **Habitat loss:** If people encroach on the rhino's territory through deforestation, the consequences are a lack of food and a limited gene pool for breeding.

**Glossary**

- poaching: the illegal hunting of animals, birds, etc. (the person is a poacher).
- pose a threat to sb/sth: create a threat (also pose a risk/danger to sb/sth).
- sought after: wanted by many people but not easy to get.
- divert sb/sth from: use sb/sth for a purpose that is different from its original purpose.
- poverty: pl. money available to be spent (raise funds = collect money).
- likelihood: the state of being poor.
- probability: have a bad effect on sb.
- encroach on/upon: gradually cover more and more of an area.
- territory: an area an animal regards as its own and defends against others. territoriality is a unit of information inside a cell which controls what the living thing will be like (the gene pool is the total of all the genes in a species).

3. **Cross out the error in each sentence. Write the correct word(s) at the end.**

1. Cash will need to be diverted from one project to another. 
2. Pollution is putting a heavy toll on the seabird population. 
3. The factory puts a substantial danger to wildlife in the area. 
4. You hear people talk about the gene pool all the time. 
5. I'm worried that the new developments are encroaching in the countryside. 
6. The horn of the animal is sought over by poachers. 
7. It's important to raise fund to support conservation. 
8. This poses a threat to both humans and wildlife. 

4. **Write a word at the end of the sentence with the same meaning as the underlined words.**

1. There is little probability of things improving soon. 
2. You should avoid going into the animals' land. 
3. He was sent to prison for illegal hunting of birds' eggs. 
4. I saw a large heavy animal with a horn on its nose at the zoo. 
5. The animal is extremely protective of its land. 
6. Living in a situation with very little money is common in Africa.
A revolutionary era in medical advances

In recent decades, we have witnessed radical changes in conventional medicine.

- Fifty years ago, scanners did not exist. Diagnostic tools were restricted to stethoscopes and basic X-ray machines.
- Until recently, children were prone to certain infectious diseases, for which there was no effective cure. Vaccines have almost eradicated some of these conditions.
- In the past, if you needed a major operation, you would be confined to bed for weeks. Today, many operations use less invasive procedures, requiring only surgery.
- In the past, the mortality rate for patients with organ failure, such as heart, lung, or kidney failure, was 100 per cent. Today, transplants allow patients to resume a normal life.
- The survival rate for many cancers has improved considerably over recent decades, due to the development of chemotherapy to treat the condition.

Glossary

- era (n): a period of time that has a particular quality or character.
- progress made in science, medicine, technology, etc.
- decade (n): a period of ten years.
- conventional (adj): usual or traditional; not new or different.
- diagnostic (adj): used for finding out what physical or mental problem exists.
- diagnosis (n).
- restrict sth (to sth): limit the size, number, or amount of sth.
- restriction (n).
- prone to sth: likely to suffer from sth (also accident-prone).
- cure (v): a medical treatment that makes a sick person well again. cure (adj): curable.
- incurable (adj): a substance which is put into the blood and protects the body from disease.
- eradicate (v): the process of giving vaccine is vaccination (n). vaccinate (v).
- condition (n): a long-term illness or medical problem.
- procedure (n): have to stay in bed, a wheelchair.
- invasive (adj): (of medical treatment) involving cutting of the body. invasion (n), invade (v).
- organ (n): a medical operation or investigation (carry out, perform a procedure).
- transplant (n): a part of the body that has a particular purpose, such as the heart or brain, an operation in which a damaged organ is replaced with one from a donor (e.g., who gives part of their body, blood, etc.). transplant (v).
- chemotherapy (n): the treatment of diseases, especially cancer, by drugs.

A rate is a measurement of the number of times something happens within a period. e.g., the mortality/death rate is the number of people dying; the survival rate the number of people continuing to live despite a serious illness. The birth rate rocketed. = The number of babies born rose sharply. The accident rate plummeted. = The number of accidents fell sharply.
1. Complete the table.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>invade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resume</td>
<td>xxxx</td>
<td></td>
</tr>
<tr>
<td>convention</td>
<td>xxxx</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>vaccine</td>
<td></td>
<td>xxxx</td>
</tr>
<tr>
<td>diagnosis</td>
<td>transplant</td>
<td>xxxx</td>
</tr>
</tbody>
</table>

2. Write yes or no.

1. If a disease is wiped out, does it mean it has been restricted? ________
2. Does an organ donor receive an organ from someone else? ________
3. If you're prone to injury, are you more likely to be injured than most people? ________
4. If you have a disease which is diagnosed, does it mean you are better? ________
5. Is flu usually described as a medical condition? ________
6. Are we living in a technological era? ________
7. If your dentist takes your tooth out, is it usually an invasive procedure? ________
8. Has heart disease been eradicated in the world? ________
9. If something plummets, does it go down? ________
10. If the accident rate rockets, is that a good thing? ________


1. They have been doing research on the disease for a ________
2. There's a prize for the most important technological ________
3. After the operation, she was confined ________
4. My sister is prone ________
5. I needed to know the current survival ________
6. The surgeons had to perform a delicate medical ________
7. His life was saved thanks to an organ ________
8. Cancer treatment is often in the form of ________
9. It's her third cycling injury; she's really accident- ________
10. Sadly, this disease is thought to be ________

   a. chemotherapy.
   b. decade.
   c. transplant.
   d. incurable.
   e. to depression.
   f. prone.
   g. rate.
   h. to bed.
   i. advance.
   j. procedure.

4. Complete the dialogues.

1. A: The brain disease meningitis C has been __________, I believe.
   B: Yes, it's been almost completely __________. That's brilliant news.
2. A: In some areas, lung cancer treatment is __________ to non-smoking patients only.
   B: Yes, I think that may be true for patients needing an organ __________ as well.
3. A: The government has a policy to __________ the elderly against flu.
   B: I know, but there's often a shortage of the appropriate __________ when it's needed.
4. A: I'm not in favour of drug treatments; I just don't trust __________ medicine.
   B: Really? But there have been some fantastic __________ in drugs in the last few years.
5. A: The mortality __________ in the UK has been falling since the 19th century.
   B: That's true. __________ rates have improved particularly among the very young.
6. A: The surgeons had to __________ a highly invasive procedure on Jason.
   B: Yes, he was __________ to bed for ages, but he's recovering well, thank goodness.
A Computer jargon

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>jargon</td>
<td>She used a lot of technical jargon in her explanation.</td>
<td>refers to using special words and phrases used by people who do the same kind of work.</td>
</tr>
<tr>
<td>password</td>
<td>Never tell anyone your password.</td>
<td>the secret numbers or letters you have to put into a computer in order to use it.</td>
</tr>
<tr>
<td>username</td>
<td>My username is LalaG.</td>
<td>the name you use to operate a computer or program.</td>
</tr>
<tr>
<td>log on/off</td>
<td>When you log on, enter a username or password.</td>
<td>perform the actions that let you start to use a computer system.</td>
</tr>
<tr>
<td>scroll up/down</td>
<td>Scroll up and down the page using the scroll bar.</td>
<td>move text on a screen up or down so that you can read different parts.</td>
</tr>
<tr>
<td>google sb/sth to do a search (on sb/sb)</td>
<td>I found him by googling him / doing a web search on him.</td>
<td>type words into a search engine to find information about sb/sth.</td>
</tr>
<tr>
<td>link</td>
<td>Click on the link at the bottom of this page.</td>
<td>a connection between one file or document and another on the web.</td>
</tr>
<tr>
<td>spam</td>
<td>I hate spam: I spend ages deleting it from my inbox.</td>
<td>unwanted email advertisements: you block spam (= prevent it) with anti-spam filters.</td>
</tr>
<tr>
<td>virus</td>
<td>Have you got anti-virus protection?</td>
<td>a program that enters your computer and destroys or damages your data.</td>
</tr>
<tr>
<td>hack into sth</td>
<td>They hacked into the bank and stole thousands.</td>
<td>use a computer to connect secretly to sb else’s computer and find or change information on it.</td>
</tr>
</tbody>
</table>

1 Correct the errors.
1. stroll up a document
2. enter your passport
3. use computer jargon
4. hack onto someone’s computer
5. anti-virus protection
6. cyber-learning
7. make a web search
8. black spam from your inbox

2 Complete the text.
I spend a lot of time on the internet for my work (I’m a TV researcher), but I have to say I’m not very good at it. For a start, when I go to a website, I often forget my (1) p or (2) u, and of course, I can’t (3) g until I find it. I spend a lot of time trying to find information about TV personalities; I (4) g their names and go to various websites, and sometimes I (5) v to other sites with more information. I often forget to save these sites, which means each time I have to start again and do another (6) s.

Still, my brother is brilliant with computers, so he looks after various things like protecting me against computer (7) v or providing anti-spam (8) f. One of these days, I’ll do a course and learn how to use my computer properly.

Remember to test yourself
B Video sharing

YouTube, the phenomenally successful video-sharing website, was dreamt up one evening by three Americans in 2004. They produced a simple routine for taking videos in any format and making them play in any web browser on any computer. They built a virtual video village where registered users could upload their own videoblogs and clips, and watch and rate other people's. The rise of such websites coincided with the availability of cheap camcorders, and alongside that, the development of easy-to-use software.

GLOSSARY

phenomenally /fəˈmənəməli/ adv. in a very great or impressive way; phenomenal adj.
dream sth up /driːm sth ʌp/ intr. (informal) to have an idea, especially an unusual one; syn think sth up.
format /ˈfɔːrmat/ n. (informal) the way data is organized in a computer file or program.
virtual /ˈvɜːrɪtʃəl/ adj. (informal) created by computers or appearing on computers or the internet (in computing).
registered user a person whose username and password are recorded on a website, so they can enter it.
upload sth send a file, video, etc. from your computer to a larger system using the internet.
videoblog /ˌvɪdəʊˈbɜːləd/ n. a personal video made by sb on sth they are interested in.
(video) clip a short part of a video or film.
rate sth say how good you think sth is, e.g. good, acceptable, or bad.
coincide with sth happen at the same time as sth else; coincidence n.
camcorder a video camera that can be carried around.
alongside sth/ sb the programs used to operate a computer (install/run a piece of software).

3 True or false? Write T or F.

1. You make a videoblog on a camcorder. T
2. If you rate a clip as phenomenal, you think it's terrible. F
3. If you are a registered user of a website, the site knows your name. T
4. You need a browser to look at documents. T
5. If two events coincide, one happens before the other. T
6. If one event happens alongside another, they happen at the same time. F

4 Complete the sentences with a suitable word.

Have you ever ...

1. __________________________ a piece of software onto your computer and had problems?
2. become a __________________ user of a website and then received a lot of spam?
3. watched a __________________ on YouTube, and ______________ it as good?
4. a video clip onto a website yourself?
5. been part of a ______________ community on the internet?
6. ______________ up a brilliant idea for a website?
7. a free software from the internet onto your computer?
8. converted a video file from any ______________ to any other one?

ABOUT YOU Answer the questions in Exercise 4, or ask another student.

Remember to test yourself
32  I can talk about migration

A  People on the move

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>flee (from) sb</td>
<td>We saw long queues of people fleeing the war.</td>
<td>escape from a dangerous situation, place, or person very quickly.</td>
</tr>
<tr>
<td>refugee</td>
<td>Many refugees have crossed the border to escape the war.</td>
<td>a person who is forced to leave their country for political/religious reasons.</td>
</tr>
<tr>
<td>seek/take refuge</td>
<td>The men had to take refuge in the French embassy.</td>
<td>find shelter or protection from trouble or danger.</td>
</tr>
<tr>
<td>(political) asylum</td>
<td>The numbers seeking asylum have increased recently.</td>
<td>the protection a country gives to a refugee (seek asylum, apply for asylum).</td>
</tr>
<tr>
<td>ethnic minority</td>
<td>Ethnic minorities make up almost 10 per cent of the town's population.</td>
<td>a group of people with the same culture or race living in a place where most people are of a different culture/race.</td>
</tr>
<tr>
<td>ethnic group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>be uprooted</td>
<td>Following the flooding, many villages were uprooted.</td>
<td>be made to leave the place where you live and go somewhere else.</td>
</tr>
<tr>
<td>discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>deport sb</td>
<td>He had become a victim of racial discrimination.</td>
<td>the practice of treating a person or group in society less fairly than others.</td>
</tr>
<tr>
<td>deportation</td>
<td>Foreigners may be deported if they enter the country illegally.</td>
<td>force sb to leave a country, often because they have no right to be there.</td>
</tr>
<tr>
<td>prejudice (against sb)</td>
<td>There is no prejudice against people from the ethnic community.</td>
<td>an opinion about sb/that is not based on reason or experience, especially a dislike based on race, religion, etc.</td>
</tr>
<tr>
<td>prejudiced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1  Circle the correct word(s). Both words may be correct.

1  In 2001, over 250,000 people deported / emigrated to Canada.
2  Most refugees who seek / apply asylum do so in a country neighbouring their own.
3  The villagers took refuge / refuge in the nearby towns.
4  The council are seeking the opinions of members of the economic / ethnic minority.
5  People fled / flew in terror to escape the flood.
6  Ignorance is often behind the prejudice / prejudiced against the incoming economic / immigrants.
7  Women and children were forced to seek / take refuge in the local church.

2  One word is missing in each line. What is it, and where does it go?

1  There's no limit on the number of people granted political in this country. ____________
2  Racial and sexual is against the law in matters of employment. ____________
3  Economic to richer countries has existed for centuries. ____________
4  There's been a rise in the of illegal workers back to their home countries. ____________
5  Nearly half a million people were forced to their homes during the civil war, and many of them refuge in the mountains, away from the fighting. ____________
6  Many families uprooted against their will to make way for the new road. ____________

Remember to test yourself
B Migration: a personal experience

Moving from my native country was a huge culture shock. There was a lot I had to get accustomed to – not just the food! But I didn’t suffer the prejudice or animosity that some migrants complain of. People have accepted me for what I am, including my religious faith; they’ve seen beyond the stereotype. And for my part, I recognize the need for integration in order to be able to live at peace with my neighbours. I still have feelings of nostalgia for the place where I grew up, but this is home now, and I have no desire to go back.

Glossary

native connected with the place where you were born and lived for the first years of your life (native country/land/city).
culture shock a feeling of confusion and anxiety often felt by people staying in another country.
animosity (towards sb) a feeling of anger or hatred, syn hostility.
fault a strong belief in sth (this is often a religious fault).
sequential a fixed idea of what a particular type of person or thing is like, but which is often not true in reality, stereotypical, v.
integration the process of becoming a full member of a group or society, integrate (into sth).
live at peace with sb live without quarrelling with others.
nostalgia a feeling of sadness mixed with pleasure when you think of happy times in the past, nostalgic, adj.
desire a strong wish (have no desire to do sth).

3 Cross out the word which is wrong. Write the correct word at the end.

1. Why is there so much animosity for politicians here?
2. I couldn’t stop sweating at first, but now I’m starting to get acclimated.
3. Do you have feelings of nostalgic about your childhood?
4. He doesn’t fit the stereotype of a typical 30-year-old businessman.
5. The government policy is to aid newcomers’ integrity into society.
6. I’m a natural New Yorker; in fact, I’ve never lived anywhere else.

4 Complete the dialogue.

A. Amy, when you first emigrated, what kinds of things did you have to get (1) __________ to?
B. The main thing was the climate! But seriously, in my (2) __________ country, many people no longer have a strong religious (3) __________, whereas here, religion is at the heart of people’s lives, so that added to my sense of culture (4) __________. I discovered that people had a (5) __________ view of how Western women behave, as they seemed surprised when they got to know me. I dressed appropriately and behaved sensitively, as I had no (6) __________ to alienate people. Ultimately I was keen to (7) __________ into society as best I could. And to be truthful, I’ve never felt any (8) __________ towards me. People here just want to live at (9) __________ with each other, as I do. Actually, the worst thing was the transport system – it took me ages to get the (10) __________ of it!

Remember to test yourself
Review: A changing world

Unit 27

1 Complete the words in the dialogues.
   1. Can we stop the decline? ~ No, it's i__________.
   2. Were the changes obvious? ~ No, they were quite s__________, actually.
   3. Has the consultation stage ended? ~ No, it's o__________.
   4. Were the changes very noticeable? ~ Oh, yes, they were s__________ changes.
   5. Has the firm reverted to its old name? ~ Yes, it's g__________ back to calling itself AGD.
   6. Will the plan be carried out? ~ Yes, he's putting it into p__________ at once.

Vocabulary: more words: change hands, instigate, revoke, turn the corner, tweak, change of heart, go back on 3rd

Unit 28

1 Complete the chart with one word in each space.

   How to ___________
   1. Eat locally produced fruit and vegetables to reduce food ____________.
   2. Try to eat fruit and vegetables that are in ____________.
   3. Recycle most of your waste rather than throwing it away.
   4. Use energy: ____________ light bulbs, which ____________ less CO₂.
   5. Use ____________ batteries.
   6. Don't use a tumble ____________: it ____________ masses of energy.
   7. Maximize natural light in order to ____________ the use of electric lights.
   8. Don't leave electrical appliances such as TVs on ____________.
   9. Avoid things which are ____________ and designed to be thrown away after use.

Vocabulary: more words: carbon emission, renewable energy source, thermostat, insulation, draught excluder, solar panel

Unit 29

1 Complete the sentences on the right with a single word that keeps the same meaning.
   1. It is because they're cutting down trees. ~ It is because of ____________.
   2. Some species no longer exist. ~ Some species have been ____________ out.
   3. Rhinos could disappear altogether. ~ Rhinos are in danger of ____________.
   4. It's where the animals normally live. ~ It's the animals' natural ____________.
   5. Can they breed in 2005? ~ Can they breed in ____________?
   6. You see them in their natural environment. ~ You see them in the ____________.
   7. They are mostly in protected areas. ~ They are mostly in nature ____________.
   8. It's having a very bad effect. ~ It's taking a very heavy ____________.

Vocabulary: more words: put in jeopardy, adverse effect, biodiversity, deplete, indigenous species

92 REVIEW: A CHANGING WORLD
Unit 30

1 Circle the words that are possible. One, two, or three may be possible.
1. Modern medicine has transplanted / eradicated / wiped out many diseases.
2. The doctors had to perform a very evasive / invasive / persuasive procedure.
3. He was confined to bed / in a sofa / in a wheelchair.
4. It was a significant era / decade / period in medical science.
5. The doctors have managed to limit / restrain / restrict the spread of the disease.
6. It's a serious medical condition / illness / situation.
7. After an operation it can take time to resume / perform / return to normal life.
8. The heart is one of the vital aspects / parts / organs of the body.

AZ: more words: heart bypass, radiotherapy, alternative medicine, hip/knee/shoulder replacement, general/local anaesthetic, administer drugs/medicine

Unit 31

1 Finish each word or phrase in two different ways.
1. log ______________ or log ______________
2. cyber ______________ or cyber ______________
3. scroll ______________ or scroll ______________
4. e- ______________ or e- ______________
5. virtual ______________ or virtual ______________
6. on / or on / or load something

2 Complete the words in each sentence.
1. Have you ever made your own personal video ______________?
2. Do you ever forget your pass ______________?
3. Do you ever use a cam ______________?
4. Do you up ______________ many files or videos?
5. Do you find it easy to in ______________ software on your computer?

ABOUT YOU

3 ABOUT YOU Write your answers to Exercise 2, or ask another student.

AZ: more words: screensaver, computer geek, firewall, netiquette, zip/compress a file, bug

Unit 32

1 Complete the text with suitable words.

Kamit was forced to (1) ______________ from his (2) ______________ Somalia after three members of his family were killed, and his life was also endangered. He took (3) ______________ in Uganda for several months before seeking political (4) ______________ in Britain. When he arrived, he obviously experienced a huge culture (5) ______________, although he did not suffer any racial (6) ______________. He says his religious (7) ______________ is still strong despite what he has been through, and he is just happy to be able to live at (8) ______________ with his neighbours, despite his obvious feelings of (9) ______________ for his own country.

AZ: more words: brain drain, feel alienated, outsider, displacement, hardship, dual nationality

REVIEW: A CHANGING WORLD 93
33 I can discuss health services

A Healthcare services

Healthcare services: frequently asked questions

- How do I register with a GP?
- How do I get a referral to a specialist?
- Can I request a second opinion?
- Are medical records strictly confidential?
- What if I suspect medical negligence?
- How do I access out of hours care in my area?
- Can I get cosmetic surgery free of charge?
- How can I get hold of data about clinical trials?
- Is complementary medicine freely available?

Glossary

register (at/for/with sth) put your name on an official list (enrol = register to join a course, school, etc.).
referral the act of sending sb to get professional help (be referred to sb).
second opinion advice from another person (i.e. not the original doctor).
confidential meant to be kept secret (strictly confidential), confidentiality is a (protect patient/client confidentiality).
negligence failure to give proper care or attention, negligent act.
access sth find reach, enter, or use sth (gain/have access to sth).
out of hours when a surgery, office, etc. is closed.
cosmetic surgery medical treatment intended to improve sb’s appearance (surgical repair after accidents, burns, etc. is called plastic surgery).
free of charge If sth is free of charge it costs you nothing.
get hold of sth find or obtain sth (get hold of sb = find or contact sb).
clinical trial a piece or period of research on the effectiveness or safety of drugs or treatment.
complementary medicine treatments that are not part of traditional Western medicine, e.g. acupuncture.

1 Make six phrases from the box.

<table>
<thead>
<tr>
<th>protect someone’s</th>
<th>get hold of</th>
<th>clinical trial</th>
</tr>
</thead>
<tbody>
<tr>
<td>on a course</td>
<td>something</td>
<td>enrol</td>
</tr>
<tr>
<td>surgery</td>
<td>confidential</td>
<td>strictly</td>
</tr>
<tr>
<td>enrol</td>
<td>cosmetic</td>
<td>trial</td>
</tr>
</tbody>
</table>

2 Complete the text.

When you move to a new area, you need to (1) ____________ with a doctor. With most surgeries, if you need out of (2) ____________ care and your doctor is not available, there will be an answerphone message, and you will be (3) ____________ to another doctor. If you have a serious problem which involves seeing a specialist, you can get a (4) ____________ by asking your GP to write to the hospital. If you aren’t happy with the specialist’s diagnosis, ask for a second (5) ____________ . You can gain (6) ____________ to your medical records at your GP’s surgery. All health care is free of (7) ____________ , even plastic (8) ____________ if it is for medical reasons, and some surgeries also make use of complementary (9) ____________ . If you are unhappy with your treatment and suspect medical (10) ____________ , you should speak to the medical staff first before taking any further action.

3 ABOUT YOU Answer the questions at the top of the page about your health service.
In hospital: patients' experiences

The nursing staff immediately put me at my ease and I was kept informed at all times.

Sister Ann's ward was spotless, and everything was done with meticulous care. Nothing was too much trouble.

I had keyhole surgery on my knee; apart from a mix-up over my notes, the treatment was second to none.

I know staff were rushed off their feet, but no one took any notice of my calls for help.

I was admitted to the ward, seen by a junior doctor, then nothing happened for two days!

Glossary
- put sb at (their) ease: make sb feel relaxed and not nervous.
- keep sb informed: continue to give sb information about sth.
- spotless: perfectly clean (also spotlessly clean). syn. immaculate.
- meticulous: paying careful attention to every detail. syn. fastidious.
- nothing is too much trouble: a medical operation in which only a very small cut is made in the body. see a situation full of confusion due to a mistake. syn. muddle.
- mix-up: a situation full of confusion due to a mistake. syn. muddle.
- second to none: extremely busy, with too many things to do.
- rushed off your feet: pay (no) attention to sth/sh.
- take (no) notice of sb/sth: having a low rank in an organization or profession. orr senior.

Is the meaning the same or different? Write S or D.

1. There was a bit of a mix-up. There was a bit of a muddle. S
2. The doctor ignored me. The doctor took no notice of me. S
3. The treatment was second to none. The treatment was inferior. D
4. She convalesced at home. She recuperated at home. S
5. Nothing was too much trouble. The care was too much trouble. D
6. The rooms were spotless. The rooms were immaculate. S
7. When were you discharged? When were you admitted? D
8. Did they put you at your ease? Did they make it look easy? S
9. She's meticulous about cleaning. She's fastidious about cleaning. S

Complete the sentences with a suitable word.

ABOUT YOUR COUNTRY

1. In hospital, patients are always ________ informed about their treatment. completely
2. Keyhole ________ is increasingly common these days. surgery
3. Staff in hospitals are ________ off their feet all the time. extremely busy
4. There are more senior doctors than ________ doctors. junior
5. All the wards in our local hospital are ________ clean. spotless
6. Recuperation (or ________) always takes place at home. convalescence

ABOUT YOUR COUNTRY Are the statements in Exercise 5 about your country? Write your answers or ask another student.

INSTITUTIONS

Remember to test yourself
34 I can talk about local government

A Local election manifesto

Independent Party manifesto for the local council elections. We will:
- Stand up for the community and speak on behalf of residents on green issues.
- Take complaints seriously, and give neighbourhoods a say in local decisions.
- Allocate better funding for youth projects and ensure they are properly managed.
- Provide grants for voluntary organizations helping with the elderly and disabled.

Glossary
manifesto a written statement by a political party saying what they believe in and what they intend to do.
council the organization that provides local government in a city or area. A councillor is an elected member of the council.
stand up for sth on behalf of sb as the representative of sb.
resident a person who lives in a particular place. (This is also a meaning of citizen, although citizen can also mean a person with legal rights in a country.)
take sth seriously the right to take part in deciding sth (give sb a say / have a say in sth).
say give sth officially to sb/sth for a particular purpose.
allocate sth make sure that sth happens or is definite.
ensure sth a sum of money given, often by the government, for a purpose.
grant (of work) done by people (volunteers) who choose to do it without being paid (the voluntary sector includes organizations called charities/charity organizations, which help people in need).

1 Complete the words.
1 r...s...d...nt 2...rs...re 3...e...nt...ry 4 co...n...e...l 5 ch...r...ty 6...e...l...c...te 7 m...n...f...st... 8 co...n...e...l...r

2 One word is incorrect in each sentence. Cross it out and write the correct word at the end.
1 I've read the manifests and they all say the same thing.
2 They should give us a say to what happens in our city.
3 Do you think the councillors will make our ideas seriously?
4 My sister's done a lot of work for the volunteer sector.
5 She spoke movingly on behalf of all of us.
6 They should stand out for people who don't have a say.

3 Complete the sentences.
1 There are no local _________ in my town who speak on my _________.
2 How much do local _________ organizations such as ‘Help the Aged’?
3 I don't really feel _________ a say in local politics.
4 Local politicians should _________ up for people and _________ their ideas seriously.
5 Do you think you can get a _________ from the council to improve your house?
6 There are thousands of British _________ living in other parts of Europe.

INSTITUTIONS

Remember to test yourself
The role of the mayor

The mayor of London is elected by any Londoners eligible to vote, and has quite a high profile. The mayor is the capital's spokesperson; he has a range of powers and duties, such as promoting economic development. He sets the annual budget for the Greater London Authority (the strategic city-wide government for London), and heads the Metropolitan Police Authority (which provides policing in the capital), the Fire Service, the London Development Agency, and finally Transport for London (which controls the transport network). He also chairs meetings of the board of Transport for London.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>mayor</td>
<td>the most important chosen or elected official in a town or city.</td>
</tr>
<tr>
<td>eligible</td>
<td>allowed by rules or laws to do or receive sth. are ineligible.</td>
</tr>
<tr>
<td>high profile</td>
<td>a person or thing with a high profile gets attention and is easily noticed</td>
</tr>
<tr>
<td>spokesperson</td>
<td>a person who speaks on behalf of a group or an organisation.</td>
</tr>
<tr>
<td>promote sth</td>
<td>help sth to happen or develop. promotion n.</td>
</tr>
<tr>
<td>budget</td>
<td>the amount of money a person or organisation has to spend on sth. (set a budget = decide a budget).</td>
</tr>
<tr>
<td>strategic</td>
<td>carefully planned in order to achieve a particular goal. strategy v.</td>
</tr>
<tr>
<td>city-wide</td>
<td>happening or existing across the whole of a city (also nationwide, worldwide)</td>
</tr>
<tr>
<td>policing</td>
<td>the activity of keeping order in a place, using the police. police v.</td>
</tr>
<tr>
<td>agency</td>
<td>a business or government department that provides a particular service (employment/advertising/travel agency).</td>
</tr>
<tr>
<td>network</td>
<td>a system of roads, lines, wires, etc. that are connected to each other (rail/road/underground/network).</td>
</tr>
<tr>
<td>chair (a meeting)</td>
<td>be in charge of (a meeting) (see spotlight).</td>
</tr>
</tbody>
</table>

spotlight Gender

Some people are offended by job titles which refer only to men.
Neutral: spokesperson chair/chairperson mayor
Men only: spokesman chairman
Women only: spokeswoman chairwoman mayoress (= female mayor or mayor's wife)

4 Tick the words which are possible. One, two, or three words may be possible.
1 The robbery has produced a nationwide □ city-wide □ worldwide □ police investigation.
2 Our department is responsible for the transport □ budget □ road □ network.
3 The job has a high profile □ policing □ promotion □
4 My uncle is the chairman □ chairperson □ chairwoman □ of the transport committee.
5 We heard the chair □ spokesperson □ spokesman □ making a statement to the press.
6 People under 21 may be eligible □ ineligible □ strategic □ to vote in the election.

5 Complete the sentences with a suitable word.
1 We need a large force to □ the city.
2 He □ the city around the world.
3 Mrs Bryant will □ the meeting.
4 He runs an employment □.
5 She sets the annual □.
6 The rail □ is very complicated.
7 If you’re over 18, you’re □ to vote.
8 We have an elected □ in our city.

Remember to test yourself
35 I can talk about crime and the police

A Organized crime

The Serious Organized Crime Agency tackles a range of illegal activities including:

- **drug-trafficking**, which is considered to pose the greatest threat to the UK in terms of organized criminal involvement; the illegal proceeds obtained, and the overall harm caused.
- **immigration crime**, which includes both people-smuggling and human-trafficking, that is, trafficking people for criminal exploitation, such as **forced labour**.
- **fraud** committed against individuals or companies often by organized **gangs**, for example investment fraud, when people are **enticed** to pay money against false promises of returns.

Other threats include **forgery** of official documents and the use of **firearms**.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>organized crime</td>
<td>crime committed by professional criminals working in large groups.</td>
</tr>
<tr>
<td>trafficking</td>
<td>the buying and selling of sth illegally. drug/human-trafficking.</td>
</tr>
<tr>
<td>proceeds (of sth)</td>
<td>the money you receive when you sell or organise sth.</td>
</tr>
<tr>
<td>smuggling</td>
<td>the crime of moving goods or people illegally into or out of a country.</td>
</tr>
<tr>
<td>exploitation</td>
<td>describes a situation in which sb treats sb else unfairly in order to make money from their work. exploit sb v.</td>
</tr>
<tr>
<td>forced labour</td>
<td>hard physical work that sb is forced to do.</td>
</tr>
<tr>
<td>fraud</td>
<td>the crime of obtaining money from sb by tricking them. define sb v.</td>
</tr>
<tr>
<td>gang</td>
<td>a group of criminals working together.</td>
</tr>
<tr>
<td>entice sb to do sth</td>
<td>persuade sb to do sth, usually by offering them sth.</td>
</tr>
<tr>
<td>forgery</td>
<td>the crime of making an exact copy of documents or works of art in order to make money by selling them. forge sth v.</td>
</tr>
<tr>
<td>firearm</td>
<td>a gun that can be carried.</td>
</tr>
</tbody>
</table>

1. Tick the words which describe an illegal activity.
   1. smuggling       4. fraud       7. forced labour
   2. gang            5. forgery     8. drug-trafficking
   3. entice someone  6. firearm

2. Complete the words in the sentences.
   1. The gang were accused of d ______ the company of $300,000.
   2. Six boys were rescued at the border, and the men were charged with human-t ______.
   3. In the developing world, large companies e ______ young children in order to make goods cheaply.
   4. A man was arrested for attempting to s ______ illegal weapons through customs.
   5. Most o ______ crime is financially motivated, while some is politically motivated.
   6. The police believe the men were responsible for the f ______ of hundreds of passports.
   7. In internet fraud schemes, victims may be e ______ to give their bank account details with the false promise of financial returns. Criminals use the p ______ to finance further schemes.

3. ABOUT YOU AND YOUR COUNTRY Which crimes in the text are people in your country most concerned about? Which are the most difficult to solve, and why? Write your ideas, or discuss them with another student.

98 INSTITUTIONS

[Remember to test yourself]
An arrest

An arrest is when a police constable lawfully detains someone suspected of an offence. In the UK, the police can arrest you if they have a valid arrest warrant (issued by a magistrate), or if they have reasonable grounds for suspecting you committed or are about to commit an offence. You are cautioned and then taken to a police station as soon as possible. Once you are in custody, you have the right to legal advice from a solicitor. If there is sufficient evidence, the police will charge you. You will then appear in court, where a magistrate will decide whether you should be remanded in custody or released on bail.

Glossary

detain sb
keep sb in an official place, e.g. a police station, and prevent them from leaving (be detained in custody).
custody
a legal document signed by a judge that allows the police to take sb; a judge issues a warrant.
sollicitor
remand sb
an official who acts as a judge in trials involving minor offences. Remanded in custody = sent to prison until the trial. ru. warn sb officially that anything they say may be used against them as evidence in court.
custody
a lawyer who gives legal advice and prepares documents.

be about to (do sth)
be going to do sth very soon.

Write your answers.

1. Who has a lower rank than a sergeant?
2. Who is above a sergeant?
3. Who is the head of a regional force?
4. Who issues an arrest warrant?
5. Who detains someone?
6. Who offers legal advice?
7. Who is able to grant bail?
8. Who is remanded in custody?
9. Who may be refused bail?

Complete the text.

ARRESTED IN ROAD RAGE INCIDENT

An 82-year-old man is facing prison after a road rage incident in which he allegedly pointed a gun at another driver and was allegedly (1) a ___________ to use it. A young (2) p ___________ man at the scene of the crime on the (4) g ___________ that he was in possession of an illegal firearm. He was (5) c ___________ at the roadside, and then taken to the police station. Once in (6) c ___________ , the suspect refused to say anything and also refused his right to speak to a (7) s ___________. The police later charged him, and the man will now appear before a (8) m ___________ tomorrow morning, when he hopes to be (9) r ___________ on bail.
I can discuss prisons

A The prison system

Since the abolition of capital punishment in the UK, time in prison is the most serious punishment allowed by law. It satisfies our need for retribution, and longer sentences are meant to be a deterrent. Furthermore, criminals who are locked up are no threat to society, and rehabilitation programmes in prison give criminals a chance to turn over a new leaf. However, the current system is in crisis. More people are being imprisoned, over 60 per cent reoffend, and for some criminals, prison is simply regarded as an occupational hazard. Is it just our way of taking revenge? If so, can we justify its continued existence?

Glossary

abstraction the official ending of a law, system, or institution. abolish sth v.
capital punishment punishment by death. retribution
retaliation sth severe punishment for sth serious that sth has done. a thing that makes sth less likely to do sth. deter sb v.
lock sb up or put sb in prison. imprison sb. imprisonment n. the process of helping people to live a normal life after they have been ill or in prison. rehabilitate sb v.
turn over a new leaf change your behaviour and become a better person. in crisis
reoffend recommit a crime again (a person is a reoffender). regard sth as sth think about sth in a particular way.
occupational hazard a risk or danger (=hazard) that is part of a job. take revenge take action to punish sb because they made you suffer. show that sth is right or fair. justification n. justifiable adj.

1 Rewrite the sentences on the left, using the sentence beginnings on the right.
   1. He's been imprisoned.
   2. She thinks of me as a friend.
   3. He wants to change and become better.
   4. Can we justify the prison system?
   5. He was imprisoned for life.
   6. It changed after they abolished the law.
   7. It's one of the risks of the job.
   8. Do any people commit a crime again?

   He's been locked.
   She regards.
   He wants to turn.
   Is the prison system?
   He got life.
   It changed after the.
   It's an.
   Are there many?

2 Complete the words in the sentences on the left, then write your own answers, or ask another student.

   1. Do you believe you can most criminals?
   2. Do you thinks is an effective?
   3. Do you believe in punishment?
   4. Would you like to a anything in your prison system?
   5. Is there any justification for taking ?
   6. Is the prison system in country?

ABOUT YOU

100 INSTITUTIONS

Remember to test yourself
A different system

Grendon is not a typical prison. It is constructed exclusively on the principles of group therapy, and operates as a "therapeutic community" for offenders. The inmates are all serving long sentences, and a high proportion are guilty of violent crime. Yet the prison deviates from the normal system in almost every way, with an absence of physical force and segregation. The prison is divided into five self-contained communities, the inmates are not confined in cells, and decisions are only taken with their consent.

Glossary

- exclusively: only, and with nothing else (e.g. We rely exclusively on oil.)
- therapy: treatment of a physical or mental problem or illness (group therapy involves discussing each other's problems)
- inmate: a person living in a prison
- proportion: a part or share of the whole amount or number.
- deviate from sth: be different from what is normal.
- segregation: the policy of separating people of different sex, race, religion, etc.
- confine sb/sth in sth: keep sb/sth within an enclosed area.
- confine: to confine sb/sth is to lock sb/sth in a room.
- consent: the agreement about sth by common consent = with everyone's agreement; by mutual consent = with the agreement of both parties involved.

3. Circle the correct word(s). Sometimes both words are correct.
1. The men were both confined / contained in a small cell.
2. The plane had to segregate / deviate from the normal route.
3. Many of the prisoners / inmates are serving long sentences.
4. The management course is based on self-catering / self-assessment.
5. I think it requires the parents' agreement / consent.
6. The club is exclusively / inclusively for men; women aren't allowed in.

4. Complete the dialogues with a single word.
1. Do they discuss each other's problems? - Yes, it's a type of group _____________.
2. Do they separate men from women? - Yes, there's a policy of _____________.
3. They're locked up every night. - Yes, and the _____________. are very small.
4. Did everyone agree? - Yes, it was by common _____________.
5. Are many of the men violent? - Yes, quite a high _____________.
6. Did you both agree to the deal? - Yes, it was by _____________. consent.
7. Did the massage help your back pain? - Yes, it was very _____________.
8. Are the couple very independent? - Yes, they're quite self-___________.

5. ABOUT YOU What do you think of this prison? Is it likely to be more successful than a normal prison? Write your answers or ask another student.

Remember to test yourself
I can talk about the armed forces

A Organization

The US military comprises five branches in its field of operations: army, navy, air force, marine corps, and coast guard, all under civilian authority. More than 1.4 million people serve in the professional full-time military, with a further 1.2 million in the reserve army (the draft has not been enforced since 1973). The US military distinguishes between enlisted personnel, who make up 65 per cent of the armed forces and carry out fundamental operations such as combat and administration, and officers, who manage and supervise operations. The range of jobs is vast, and encompasses such diverse activities as running a hospital, commanding a tank, programming computers, operating a nuclear reactor, and maintaining weapons systems.

Glossary

- tank
- helicopter
- parachutes
- missile

the military a country’s army, navy, and air force. syr: the armed forces. military abbr.
branch a part of a large organization (branch of a bank).
operation a planned military or police action (military operation).
guard a person or group of people who protect sth/sb. guard sth/sb v.
civilian not belonging to the armed forces. civilian n.
authority the power to give orders to other people.
serve do useful work (serve your country / in the army etc.).
the reserve(s) an extra force that performs part-time duties and is available if needed (we also talk about having people in reserve).
the draft a: the practice of ordering people to serve in the armed forces (called military service in many countries). sy: conscription (brit).
distinguish between recognize a difference between people or things. syn: differentiate, make a distinction n.
people or things enlisted especially as: relating to members of the armed forces below officer rank (to enlist is to join the armed forces).
fundamental central, and forming the necessary basis of sth.
combat fighting between forces (armed/unarmed combat = fighting with/without guns, bombs, etc.).
vast extremely large (vast majority/numbers/amount). sy: huge.
encompass sth in the forces include sth within an area or area of activity.
diverse different from each other and of various kinds. diversity n.
command sth (in the forces) be in charge of people (a person is in command).
nuclear reactor a structure which produces nuclear energy (a country with nuclear weapons is said to have a nuclear capability).
weapon an object such as a knife, gun, or bomb that is used for fighting (nuclear/chemical weapons: a deadly/lethal weapon can kill sb).

spotlight comprise, make up, consist of, compose

These verbs describe the way in which something is formed:
A group comprises / is composed of / consists of / is made up of 30 people.
When you mention the parts first, use make up or comprise:
Men make up / comprise the majority of the group.

102 INSTITUTIONS

Remember to test yourself
1. Correct the spelling mistakes.
   1. civilian
   2. weapon
   3. nucleus
   4. enlisted
   5. the drauf
   6. authority
   7. distinguish
   8. misall
   9. conscription

2. Use each word/phrase in the box once to make eight compound words or phrases.

   unarmed weapon vast force armed make lethal nuclear military air forces capability combat majority a distinction

   ___________________________ ___________________________ ___________________________ ___________________________ ___________________________ ___________________________ ___________________________ ___________________________ ___________________________

3. Replace the underlined word(s) with a single word that has a similar meaning.
   1. To run an army requires a huge amount of money. v.
   2. The decision will be taken by the armed forces. m.
   3. A brigade is made up of approximately 5,500 men and women. c.
   4. The right to self-defence is one of their central beliefs. f.
   5. There was very little armed fighting. c.
   6. The men are from very different backgrounds. d.
   7. Six soldiers were on duty to protect the camp. g.
   8. Single men make up the majority of the regiment. c.
   9. This knife is a lethal weapon. d.
   10. They don’t recognize a difference between men and women. d.
   11. The work includes many different tasks and responsibilities. e.

4. Complete the text with suitable words.

   The British armed (1) ________ (2) ________ of the army, the (3) ________ , and the air (4) ________ . As head of state, the Queen is theoretically in (5) ________ of the armed forces, but in practice they come under the (6) ________ of the British prime minister. There are just under 200,000 men and women (7) ________ in the professional armed forces (often referred to as ‘the regulars’), but with even more than that in the (8) ________ . The armed forces are also supported by a number of diverse agencies owned by the Ministry of Defence. The navy is the (9) ________ of the armed forces which is responsible for Britain’s nuclear (10) ________ , which (11) ________ four Trident missile submarines.

5. ABOUT YOU AND YOUR COUNTRY Write your answers or ask another student.

   1. Has your country got a professional and a reserve army? __________
   2. Does your country have military service? __________
   3. Does your country have a nuclear capability? __________
   4. Have you ever: stood next to a tank? __________ flown in a helicopter? __________
      been in a professional army? __________ dropped from a parachute? __________
      done military service? __________

   Remember to test yourself

   INSTITUTIONS 103
B For or against the armed forces?

The armed forces provide protection from an invading enemy and from internal conflict; they are called upon to assist in international peacekeeping operations, and they are used in civil emergencies after a national disaster. However, a professional army requires considerably more funding than a reserve army. The latter is only mobilized when needed and is therefore much cheaper. The armed forces may also harm a society if they are involved in counter-productive (or merely unsuccessful) warfare.

**Glossary**

assist (sb) in (with) sbh help sb to do sbh, intended to stop people fighting (a peacekeeping force).

peacekeeping connected with the people who live in a country (civil unrest/war/rights/liberties).

civil considerably much: a great deal.

merely money provided for a special purpose (government funding).

mobilize (sth) prepare (an army) to fight in a war. having the opposite effect to the one intended.

counter-productive merely only: simply (used to emphasize what you are saying).

funding warfare the activity of fighting a war, often of a particular type (guerrilla warfare = fighting in small, unofficial military groups).

**6. Circle the correct word(s). Sometimes both words are correct.**

1. We could have civil/civic war.
2. He simply/merely wanted to help.
3. They're mobilizing/mobilizing the army.
4. I like the interior/internal of the car.
5. It cost considerably/considerably more.
6. We took a domestic/an internal flight.
7. She's got interior/internal injuries.
8. I'm assisting/helping him in his enquiries.

**7. Write a single word to complete each sentence.**

1. It had the opposite effect to the one we intended, so it was clearly counter-
2. Most of the time their forces are engaged in guerrilla 
3. The army have been sent there merely as a peacekeeping 
4. There were problems on the coast, but the main area of unrest was in the 
5. People should be allowed to say what they want. It's one of our basic civil 
6. If we want a large modern army, we will need more government 
7. There were two plans mentioned. Was she referring to the former or the 
8. How quickly can they mobilize the 
9. Some flights were cancelled – both international and 
10. The bomb exploded in a built-up area, so the damage was

104 INSTITUTIONS

Remember to test yourself
Review: Institutions

Unit 33

1 Complete each dialogue with a suitable word.
1. Can I see his medical records? – No, they’re strictly ________.
2. I don’t trust that consultant. – Why don’t you get a second ________?
3. Is there a large scar? – No, it was done with keyhole ________.
4. Was the hospital ward clean? – Yes, it was absolutely ________.
5. Is there any worthwhile data on this? – Yes, they’ve done clinical ________.
6. Will they contact you about Pat? – Yes, they said they’d keep me ________.
7. Can you go straight to a specialist? – No, you see your GP and get a ________.
8. Is she still in hospital? – No, she’s been ________.
9. Has he left hospital? – Yes, but he needs time to ________.
10. Were you busy? – Yes, we were rushed off our ________.

2 Answer the questions.
1. What’s the opposite of senior? ________
2. What’s the opposite of be discharged from hospital? ________
3. What’s the medical treatment intended to improve someone’s appearance? ________
4. What’s a synonym for recuperate? ________
5. Acupuncture and homoeopathy are examples of what kind of medicine? ________
6. What’s a synonym for meticulous? ________
7. What’s a synonym for a muddle? ________
8. Pay no attention to something is the same as ‘__________ no __________ of something’.

X more words: antenatal, postnatal, overstretched, inpatient/outpatient, intensive care, biopsy, in a critical condition

Unit 34

1. One word is missing in each sentence. What is it, and where does it go?
1. I believe they will be receiving a government to cover the costs of repairs. ________
2. There are many American living in other countries around the world. ________
3. At what age are you to vote in most countries? ________
4. We will need a very determined person to tomorrow’s meeting. ________
5. The councillor will do his best to that the community is well represented ________
6. The party’s says that it will allocate more funds to green issues. ________
7. My cousin works in the voluntary, where people often work for no pay ________
8. People in high-jobs who appear on TV may need help with presentation skills. ________

REVIEW: INSTITUTIONS 105
2 Complete the dialogues in a suitable way. You only need a single word.

1. Do they let you give your opinion? – Yes, we can all have a ___________.
2. Who is the spokesperson? – Nobody is speaking on our ___________.
3. Are they listening to your ideas? – Yes, they’re taking them ___________.
4. Is it paid work? – No, it’s all done by ___________.
5. Is the research all over the country? – Yes, it’s ___________.
6. Will they support you? – Yes, lots of people will ___________ up for us.
7. How much will the department receive? – They haven’t set the ___________ yet.
8. Is the meeting for people who live there? – Yes, it’s for all local ___________.

More words: pressure group, support an initiative, press the government for sth, raise awareness, improve the infrastructure, chamber

Unit 35

1 Match 1–8 with a–h.

1 smuggle …
2 issue …
3 grant …
4 remand someone …
5 caution …
6 exploit …
7 forge …
8 detain someone …
a warrant
b in custody
c workers
d diamonds
e someone’s passport
f at a police station
g bail
h a suspect

2 Complete the explanations.

1. If the police want to search someone’s house, they need to apply for a search ___________.
2. If someone is kept in prison awaiting trial, they are in ___________.
3. Taking or sending goods out of a country illegally is called ___________.
4. If you obtain money from people by deceiving them, that is called ___________.
5. A group of professional criminals is often referred to as a ___________ of criminals.
6. Money left with the court to ensure a prisoner will return for trial is called ___________.

More words: counterfei, embezzlement, espionage, on the run, extradition, undercover operation

Unit 36

1 Complete the table.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>abolish</td>
<td>segregate</td>
</tr>
<tr>
<td>imprison</td>
<td>confine</td>
</tr>
<tr>
<td>deviation</td>
<td>rehabilitate</td>
</tr>
<tr>
<td>justification</td>
<td>consent</td>
</tr>
</tbody>
</table>

106 REVIEW: INSTITUTIONS
2 Correct the mistake in each sentence.
1 He's been in a lot of trouble but there are signs that he's turning out a new leaf.
2 She committed a terrible crime and she really should be locked out for it.
3 I don't believe the death penalty (or capital punish) is justifiable.
4 My neighbour and I agreed to share the cost of common consent.
5 Robertson was always regarded as a common thief until he turned his life round.
6 The business has been on crisis but it seems to be recovering now.
7 We are aware that being attacked is an occupying hazard for prison officers.
8 We believe that imprisoning these offenders will act as a deterrence.

more words: incarcerate, probation, solitary confinement, custodial sentence, suspended sentence, warder

Unit 37

1 Tick the word(s) that are possible. One, two, or three may be possible.
1 We are concerned about their nuclear capability. weapons military service
2 There may be internal conflict. enquiries flights
3 He is a member of the guard. the air. a peacekeeping force.
4 They need to enlist. distinguish. make a distinction. between civilians and the armed forces.
5 The force is made up. consisted. composed. of diverse elements.
6 The government is worried about civil unrest. rights. war.
7 The soldiers discovered a supply of chemical lethal. dead. weapons.
8 Do you agree with conscription. the draft. military service.

2 One word is missing in each line. What is it, and where does it go?
1 The vast of people are against armed combat if a peaceful solution can be found.
2 They had very little respect for the officers command of the troops.
3 The paper believes that guerrilla cannot be justified, whatever its aims.
4 Attacking that particular state would merely be counter-. I would think.
5 We can try to negotiate or face the prospect of armed combat: the would obviously be preferable.

6 Our organization has very little money at the moment, so we are hoping to receive government.
7 We need to keep some basic supplies reserve.
8 The army have been brought in to with the clearing-up operation after the floods.

more words: war-torn, veteran, mission, reconnaissance, call sb up, deploy
## I can understand news headlines

<table>
<thead>
<tr>
<th>Headlines</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arms deal probe</strong></td>
<td>arms n. a weapon, especially those used by the armed forces. deal n. an agreement, especially in business. probe v. an investigation into sth. probe v.</td>
</tr>
<tr>
<td><strong>Mother's plea to kidnappers</strong></td>
<td>plea n. an urgent and emotional request. kidnapper n. a person who takes sb away illegally and keeps them as a prisoner, usually in order to get money (called a ransom). kidnapping n. kidnap v. n.</td>
</tr>
<tr>
<td><strong>Ten-hour ordeal for tourists</strong></td>
<td>ordeal n. a difficult or unpleasant experience.</td>
</tr>
<tr>
<td><strong>Senate urges caution</strong></td>
<td>senate (n. in the USA and some other countries) one of the two groups of elected politicians the politicians are called senators. urge sth forcefully recommend sth (also urge sb to do sth).</td>
</tr>
<tr>
<td><strong>Bid to oust rail chief</strong></td>
<td>bid n. an attempt. bid v. oust (v. sb out of sth) force sb out of a job or position. chief (n. often used in job titles) the most important or one of the most important people in a company or an organisation (police chief).</td>
</tr>
<tr>
<td><strong>Minister vows to quit</strong></td>
<td>minister n. a senior member of a government. vow n. make a formal and serious promise to do sth. vow v.</td>
</tr>
<tr>
<td><strong>Bomb blast wrecks factory</strong></td>
<td>blast n. an explosion (bomb blast). wreck sth destroy or badly damage sth.</td>
</tr>
<tr>
<td><strong>Boost for voters</strong></td>
<td>boost n. a thing that helps or encourages sth. boost v.</td>
</tr>
<tr>
<td><strong>Go-ahead for road scheme</strong></td>
<td>go-ahead (n. usually the go-ahead) formal permission to do sth. scheme n. an official plan.</td>
</tr>
<tr>
<td><strong>IMG cease trading</strong></td>
<td>cease v. stop happening or existing. cease sth stop doing sth.</td>
</tr>
<tr>
<td>Measures to curb inflation</td>
<td>curb sth limit or control sth.</td>
</tr>
<tr>
<td>Politician in death riddle</td>
<td>riddle n. a mystery (often a problem that is difficult to solve).</td>
</tr>
<tr>
<td>Doctor cleared of negligence</td>
<td>clear sb (of sth) prove that sb is innocent of doing sth wrong.</td>
</tr>
<tr>
<td>Injury blow for United</td>
<td>blow n. bad news (when something unfortunate has happened).</td>
</tr>
<tr>
<td>New flood alert</td>
<td>alert n. a warning.</td>
</tr>
<tr>
<td>Talks on brink of collapse</td>
<td>If sth is on the brink of happening, it has reached a point where it is about to happen (often sth very bad).</td>
</tr>
<tr>
<td>PM rules out referendum</td>
<td>rule sth out reject the possibility of sth.</td>
</tr>
<tr>
<td>Valuable gems stolen</td>
<td>gems n. jewellery.</td>
</tr>
</tbody>
</table>

### Spotlight

**Headline words**

Certain words often appear in newspaper headlines because they are very short, e.g. bid, plea, oust, quit. Other words give stories a more dramatic effect, e.g. blast and boost. And certain people are often at the centre of news stories, e.g. ministers and senators.
1. Good news or bad news for the people in the headlines? Write G or B.
   1. Minister quits under pressure ——— 5. Owner sees home wrecked ———

2. Match the headline words on the left with the correct meaning on the right.
   1. vow ——— a. jewellery ———
   2. plea ——— b. stop ———
   3. bid ——— c. request ———
   4. cease ——— d. warning ———
   5. gents ——— e. investigation ———
   6. riddle ——— f. promise ———
   7. blow ——— g. attempt ———
   8. probe ——— h. bad news ———
   9. alert ——— i. reject ———
   10. rule out ——— j. mystery ———

3. Replace the underlined words to create typical headlines.
   ▶ Senators reject the possibility of more aid — Senators rule out more aid
   1. New weapons agreement
   2. Explosion destroys fire station
   3. Permission for official rail plan
   4. Company managing director forced from his job
   5. Encouragement for big banks
   6. Senior members of government to restrict spending
   7. Men who took child demand money for her return
   8. Government strongly advises delay
   9. Motorcyclist found innocent of child’s death
   10. Firm in serious danger of closure

4. Write your own headlines for these news stories (maximum seven words per headline).
   ▶ There are new warnings about the dangers of certain food.
   NEW FOOD ALERT
   1. An explosion has destroyed a new shopping centre.
   2. The police have rejected the possibility of a new investigation into the murder.
   3. The Prime Minister has promised that he will restrict the amount of money that the government will spend.
   4. Senior members of the government are planning a new attempt to force the Prime Minister to resign.
   5. There is a mystery surrounding the theft of valuable jewellery.
39 I can understand news journalism

A Common words in news reports

Discussions about controversial new measures to control anti-social behaviour are continuing behind the scenes.

It emerged yesterday that the contents of a scathing report on Birkfield Hospital have already been leaked to the press.

The report quotes a senior doctor as saying that...

Glossary

amid (or amidst) sth
allegation
cover-up
source
lapse
controversial
measure
while sth else is happening.
statement, without proof, that sb has done sth wrong.
an attempt to stop people discovering the truth about sth.
那人 who provides information, especially for journalists.
a small mistake caused by forgetting sth or carelessness.
causing angry discussion and disagreement.
an official action taken in order to achieve sth.
behind the scenes
without people's awareness or knowledge (behind closed doors = in private, not in public).
according to
used for saying where ideas or information have come from.
(opinion) poll
a process of asking people for their opinion about sth.
emerge
become known. emergence s.
scathing
strongly critical (scathing attack/remark).
leak sth to sb
give secret information to journalists or the public. leak s.
quote sb
repeat the exact words that sb said (quote sb as saying that ...).

1 Complete the dialogues.

1 How do you know about this? ~ It was in a recent ______ poll.
2 How did the man get into the palace? ~ It was a ______ in security apparently.
3 When did they discover this news? ~ It ______ last night.
4 Are these talks in public? ~ No, it's all behind closed ______.
5 Do many people disagree with it? ~ Yes, it's a very ______ idea.
6 Was she strongly criticized? ~ Yes, it was a ______ attack.
7 Is there proof the man stole it? ~ No, it's just an ______ someone made.
8 Is this information accurate? ~ ______ to The Times, it is.

2 Complete the text with suitable words.

(1) ______ continuing pressure on the government, information has been (2) ______ to the press of a plan to (3) ______ up the fact that Britain cannot meet the European Union's renewable energy targets. (4) ______ to reliable (5) ______ inside Whitehall, officials have informed the government of this fact, and one expert was (6) ______ as saying that Britain might only reach 9 per cent by 2020. Meanwhile, discussions are continuing behind the (7) ______ to see what (8) ______ can be taken to reach the target.
B Figurative language in news reports

Words connected with water, fire, war, and sport are often used figuratively in news reports. For example, if two people are locked in battle, it doesn’t mean they are literally fighting, but that they are involved in a competition or struggle, e.g. a legal battle. These expressions are also called metaphors.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is certain to be a storm of protest over the new legislation.</td>
<td>a situation in which a large number of people express strong feelings against sth.</td>
</tr>
<tr>
<td>Refugees are flooding into the country.</td>
<td>appearing in large numbers at the same time.</td>
</tr>
<tr>
<td>Some people believe the tide is now turning in the government’s favour.</td>
<td>the situation and public opinion are changing.</td>
</tr>
<tr>
<td>The opposition has dismissed the money as a drop in the ocean.</td>
<td>a very small amount compared with what is needed.</td>
</tr>
<tr>
<td>Police fear the arrest of the two youths could spark further trouble.</td>
<td>cause sth to start or develop.</td>
</tr>
<tr>
<td>The ministers have had a blazing row.</td>
<td>a very angry argument.</td>
</tr>
<tr>
<td>The headteacher has come under attack.</td>
<td>been strongly criticized. see come under fire.</td>
</tr>
<tr>
<td>The Board of Directors could be next in the firing line.</td>
<td>in a position in which people can criticize and blame you.</td>
</tr>
<tr>
<td>The minister has got himself into a tight corner.</td>
<td>a difficult situation.</td>
</tr>
<tr>
<td>MPs are now accusing the government of moving the goalposts.</td>
<td>unfairly changing the agreed rules or conditions during a course of action.</td>
</tr>
<tr>
<td>There have been accusations of foul play.</td>
<td>behaviour that is unfair or dishonest.</td>
</tr>
<tr>
<td>Trade Union leaders claim they just want a level playing field.</td>
<td>a situation in which everyone has the same opportunities.</td>
</tr>
</tbody>
</table>

3 Cross out the incorrect word in each sentence and write the correct word at the end.

1. The Prime Minister could be in the shooting line.
2. We sent some money but it’s still only a drip in the ocean.
3. There was a thunderstorm of protest.
4. It was an uphill struggle but I think the wave has turned.
5. Tourists are now rushing into the town to see the festival.
6. They are demanding a flat playing field.
7. They’re upset that the officials keep moving the goalposts.
8. The problem is that she has got herself in a very tight bend.
9. The producer resigned after a burning row with the director.

4 Complete the sentences.

1. The Prime Minister has come for his handling of the affair.
2. A vicious attack on two young boys nearly a riot earlier this month.
3. The takeover was rather suspicious; I think most people suspect.
4. They expected a ___ protest when they banned smoking in public places.
5. He’s made too many mistakes, so now he’s got himself in a very ___.
6. They desperately need aid, but this gift of cash is still only a ___ in the ___.
40 I can read human interest stories

A Amazing but true! 6

An operation 55 years later? Pencil it in

A German woman who has spent 55 years with the tip of a pencil lodged in her brain has finally had it removed. Margret Wegner fell over carrying the pencil when she was four. It punctured her cheek and went into her brain causing excruciating pain, and she has lived with the ensuing chronic headaches ever since. At the time, no one dared operate, but the remaining 2 cms of pencil were removed on Friday in a delicate operation. She is said to be making a speedy recovery.

Glossary

pencil sth in write down details of an arrangement which you may have to change later. This is a pain (= the clever or humorous use of a word with more than one meaning).
tip (of sth) the thin pointed end of sth.
lodged (in sth) fixed or stuck in sth.
puncture sth make a small hole in sth (puncture skin / a tyre).
excruciating extremely painful (excruciating pain/headaches).
ensuing happening after or as a result of another event.
chronic (especially of a disease) lasting a long time and hard to cure.
remaining still existing or needing to be dealt with.
make a speedy/rapid recovery get well again quickly after an illness or accident.

spotlight: dare

To dare means to be brave enough to do something. It is normally used in questions and negative forms, and can behave like an ordinary verb (e.g. He doesn't dare (to) leave.) or like a modal (e.g. He dares to leave).

How dare you say that! (= I am very angry that you said that.)
Don't you dare come near me! (used to give someone a strong warning)

1 Circle the correct word(s). Both words may be correct.

1 I made a speedy/rapid recovery.
2 The pain was excruciating/crucial.
3 The bone's stuck/lodged in her throat.
4 I've pencilled/penned in the invitation.
5 How dare you do/to do that!
6 I had six; that's the left/remaining one.

2 Replace the underlined words with a single word that has the same meaning.

1 I had an unpleasant and very painful headache.
2 Her medical condition is continuous and long-lasting.
3 After the fire, we lost sight of him in the resulting panic.
4 A piece of glass made a small hole in the tyre.
5 I love jokes based on words with two meanings.
6 She's too frightened to drive at night on her own.
7 He seems to be making a speedy recovery.
8 The end of the cat's tail is white.
**Man survives crocs against all odds**

An Australian farmer has described how he spent seven days sheltering up a tree above a crocodile-infested swamp. David George, 53, said he was forced to take drastic action after he accidentally strayed into the area. His problems began after he fell off his horse, dazed and disoriented, he hoped the horse would lead him home. By the time I regained my senses, I was in the middle of a swamp, he said. He knew he could either stay put and wait for a rescue team, or try and get out and take a chance on being eaten by a croc. After a long, gruelling week, he was spotted by helicopters and rescued.

---

**Is the meaning the same or different? Write S or D.**

<table>
<thead>
<tr>
<th>S</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We had to stay put for an hour.</td>
<td>We couldn’t move for an hour.</td>
</tr>
<tr>
<td>2 We found the ring against all odds.</td>
<td>We found the ring against the wall.</td>
</tr>
<tr>
<td>3 Please don’t take any risks.</td>
<td>Please don’t take any chances.</td>
</tr>
<tr>
<td>4 They found somewhere to shelter.</td>
<td>They found somewhere to relax.</td>
</tr>
<tr>
<td>5 He wandered off the path, into the trees.</td>
<td>He strayed off the path, into the trees.</td>
</tr>
<tr>
<td>6 We took drastic action to prevent losses.</td>
<td>We took some steps to prevent losses.</td>
</tr>
<tr>
<td>7 It was a gruelling experience.</td>
<td>It was a punishing experience.</td>
</tr>
<tr>
<td>8 There are a few sharks in the area.</td>
<td>It’s a shark-infested area.</td>
</tr>
</tbody>
</table>

---

**Complete the dialogues.**

1 Did you know where you were? ~ No, I was completely d___________.
2 Was the land very wet? ~ Yes, they found me by the s___________.
3 When did you r__________ your senses? ~ Oh, it wasn’t long, only a few minutes.
4 How did you respond to the shock? ~ I wandered about; I just felt d___________.
5 Was it safe to move ahead? ~ No, it was too risky; I decided to s___________.
6 You had a very lucky escape. ~ Mmm, I survived against all o___________.
7 It was an extreme thing to do. ~ Yeah, it was a bit d___________.
8 It was a frightening situation to be in. ~ Yes, I didn’t want to take any c___________.

---

**Glossary**

| against all (the) odds | if sth happens against all odds, it happens or succeeds although it seemed impossible or very unlikely. |
| shelter | stay somewhere that protects you from danger or bad weather. |
| infested | full of very many insects, animals, etc. |
| (rat-infested, shark-infested) | swamp |
| an area in which the ground is very wet or covered in water. |
| take action | do sth to deal with a situation. |
| drastic | extreme in a way that has a sudden, violent, or serious effect. |
| stay | move away from where you should be, without intending to. |
| dazed | unable to think clearly because of shock or a blow to the head. |
| disoriented | confused about where you are or which way to go. |
| regain your senses | think clearly again after a period of confusion. |
| stay put | stay where you are rather than moving away. |
| take a chance | decide to do sth, even though it involves risk. |
| gruelling | very difficult and tiring; needing great effort; srs punished. |
I can talk about celebrity

A Celebrity and the media

Celebrities deserve privacy.

A survey on privacy and the media has revealed that most people think there should be little or no coverage of the private lives of celebrities. This contrasts strongly with the huge success of celebrity magazines, which detail the lives of people in the public eye. The findings also revealed that people did not want politicians to suffer from press intrusion. Certain tabloids were singled out as being particularly guilty of prying into the lives of famous personalities.

Glossary

celebrity n a famous person, esp. personality. celeb vs. 2 is the state of being famous. sty fam.
deserve s.th. if you deserve s.th. it is right that you should have it, e.g. because of the way you have behaved.
survey n an investigation into the opinions or behaviour of a large group of people, usually in the form of questions (conduct / carry out a survey).
privacy n the state of being alone and not watched or disturbed by others.
coverage n the reporting of news in the press.
in the public adj well known to many people through TV or the press.
eye n information learned as the result of research.
findings n a thing that comes into sb.'s life in a negative way. intrude into s.th. v. a newspaper that gives emphasis to stories about famous people (more serious papers are broadsheets). tabloid n choose s.th. from a group for special attention.
single s.th./sb. out v try to find information about people's private lives.
intrusion n pry into s.th.

1 Tick the correct word(s). More than one word may be correct.
1 She's an international celebrity personality celeb.
2 I don't like the way the papers intrude pry conduct into people's private lives.
3 Have you read the coverage tabloids findings today?
4 All he wants in life is fame privacy intrusion.
5 She was singled out intruded deserved for special praise.

2 Complete the text with suitable words.

A recent (1) ................... which was (2) ........................ out among 650 young people around New York produced some disturbing (3) ........................ on how some teenagers think about celebrity and (4) .......................................................... Many believe that celebrities work hard and (5) ........................ to be famous, and that becoming a famous (6) ........................ themselves would improve their lives. Lonely teenagers are more likely to follow the lives of people in the public (7) .............................

3 ABOUT YOU AND YOUR COUNTRY Complete the questions, then write your answers or ask another student.
1 Do you agree that celebrities deserve p. ..............................?
2 In your country, are there both tabloid and b. ........................ papers?
3 Do they p. ........................ into the private lives of people in the p. ........................ eye?
4 What do you think are the benefits and disadvantages of f. ........................ ?

114 NEWS AND CURRENT AFFAIRS

Remember to test yourself
B Celebrity headlines

Rocky allegedly back in rehab
Football team rocked by scandal
Newlyweds' marriage on the rocks
Rumours of custody battle over baby Sahara
Andie dumps Gino
Exclusive! Sandie gives birth to a girl
Fellow celebs rally to Tom's defence

Glossary
- allegedly adv. if sb allegedly does sth, another person says they have done it, even though this has not been proved.
- rehab n. the process of helping to cure sb with drug or alcohol addiction.
- rock sb/sth v. to become very violent or cause upset to sb/sth.
- scandal n. a situation in which important people behave in a dishonest or immoral way that shocks people.
- newlyweds n. a man and woman who have not been married long.
- on the rocks adj. in difficulties and likely to fail.

Spotlight: exclusives and scoops

An exclusive story/interview/photo etc. is one published or reported only by one newspaper or TV station (exclusive n). If a news organization publishes or broadcasts (= gives out on TV or the radio) an exciting story before anyone else does, it is called a scoop n. Reporters like to get a scoop.

Complete the dialogues with words from the box in the correct form.

- rock
- allegation
- rumour
- exclusive
- fellow
- scandal
- broadcast
- rehab

1. A I heard a _________ that the minister is about to resign. Do you think it's true?
   B Well, there have been _________ that he's involved in a financial _________.
   A That's terrible. It would really _________ the government, wouldn't it?
2. A Yes, and Sky News are going to _________ an _________ interview with him tonight.
   B Yeah, I heard his marriage was on the _________.
   A That's right. Well, evidently he's had drug problems and he's in _________ too.
   B Poor guy. No doubt his _________ celebs will _________ round him.

Rewrite the sentence using the word in capitals. The meaning must stay the same.

- He is said to have lost all his money. ALLEGEDLY, allegedly, he's lost all his money.
  1. Lulu has ended her relationship with Rocco. DUMP
  2. Amelia had a baby boy last week. BIRTH
  3. Jason has the legal right to look after his daughter. CUSTODY
  4. Arun is a student in my class. FELLOW
  5. The journalist wanted to get the story first. SCOOP
  6. They've just got married. NEWLYWEDS

Remember to test yourself.
A Political systems

With capitalism, the economy is controlled by companies and individuals (who are capitalists), not the state. In Britain, capitalism is associated with the Conservative Party, which tends to favour the status quo and is opposed to radical change.

With socialism, the economy of a country is partly controlled by the state and the wealth is distributed equally. In Britain, socialists are usually left-wing, but not extremists.

Liberalism is based on a belief in personal and economic freedom, supporting gradual social and political change. Liberals who hold such beliefs often vote for centre parties.

Communism is based on common ownership of the means of production, and communists believe in a classless society.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>associated</td>
<td>connected with sth/sb association</td>
</tr>
<tr>
<td>with sth/sb</td>
<td>support and agree with sth/sb (also be in favour of sth/sb)</td>
</tr>
<tr>
<td>favour sth/sb</td>
<td>support and agree with sth/sb (also be in favour of sth/sb)</td>
</tr>
<tr>
<td>status quo</td>
<td>the existing situation (maintain the status quo)</td>
</tr>
<tr>
<td>opposed to sth/sb</td>
<td>disagreeing strongly with sth/sb. opposition</td>
</tr>
<tr>
<td>radical</td>
<td>1. complete and fundamental. syn far-reaching, 2 (of a person) in favour of political and social change. or reactionary.</td>
</tr>
<tr>
<td>distribute sth</td>
<td>share sth among a number of people</td>
</tr>
<tr>
<td>equally</td>
<td>in a way that is fair and the same for everyone. equality</td>
</tr>
<tr>
<td>left-wing</td>
<td>a person whose political views are generally not considered to be normal or reasonable. extreme left. or moderate.</td>
</tr>
<tr>
<td>extremist</td>
<td>a political party that is not left-wing or right-wing (be in the centre).</td>
</tr>
</tbody>
</table>

**Spotlight on means**

A means is a way of doing or achieving something. e.g., means of transport, communication, escape, expression. The means of production is the materials and equipment needed to produce things. A means of identification is a way of showing who you are.

1. True or false? Write T or F, then correct the false sentences.
   - A socialist economy is owned by the people and run by the state. **F**
   - People associate liberals with personal freedom. __________________________
   - Socialists believe that wealth should be shared equally. __________________
   - A liberal believes in economic freedom and rapid political change. ________
   - The Conservative Party in Britain believes in socialism. __________________
   - Socialists believe that everyone should own the means of production. ________

2. Complete the sentences with the opposite meaning to the first half of the sentence.
   1. He's left-wing, but she's __________________________.
   2. She's radical, but he's ____________________________.
   3. He's in favour of it, but she's ____________________.
   4. He wants change, but she prefers ____________________.
   5. She has extreme views, but his are __________________.
   6. They're on the left and right, but I'm ________________.

3. Complete the words in the sentences.
   1. I believe in e. ____________ of opportunity and the equal d. ____________ of wealth.
   2. Is common ownership of the m. ____________ of production practical?
   3. Would you say you were o. ____________ the left, the right, or in the centre?
   4. I don't think the director is closely a. ____________ with any political party.
   5. In my country we have to carry some means of i. ____________, with us at all times.

Remember to test yourself
B Political metaphors

<table>
<thead>
<tr>
<th>Word + literal meaning</th>
<th>Example of metaphorical use</th>
<th>Metaphorical meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>crack a line on the surface of ssth where it has broken.</td>
<td>The first cracks are appearing in the government.</td>
<td>a weakness in an idea, a system, or an organisation.</td>
</tr>
<tr>
<td>driving seat the place where the driver sits.</td>
<td>People are wondering who is in the driving seat.</td>
<td>be in control of a situation, svp pull the strings.</td>
</tr>
<tr>
<td>rock move from side to side.</td>
<td>The Prime Minister doesn't want MPs to rock the boat.</td>
<td>cause problems by making changes to a situation that is satisfactory as it is.</td>
</tr>
<tr>
<td>foundations the structures that form the underground base of a building.</td>
<td>She laid the foundations of the party's success.</td>
<td>create the basic ideas or principles from which ssth can then develop.</td>
</tr>
<tr>
<td>depth (especially of water) the deepness of ssth.</td>
<td>Many believe the minister is out of her depth.</td>
<td>be in a situation that is too difficult for you to control.</td>
</tr>
<tr>
<td>deep end the end of a swimming pool where the water is deep.</td>
<td>The MPs were thrown in at the deep end. Let's see if they sink or swim.</td>
<td>be faced with a new and difficult task that you're not prepared for, sink or swim fail or succeed.</td>
</tr>
<tr>
<td>heat ssth make ssth hot.</td>
<td>It has started a heated debate in parliament.</td>
<td>an angry discussion (also heated discussion).</td>
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<tr>
<td>safe ov dangerous.</td>
<td>He got the job because he's a safe pair of hands.</td>
<td>a person you can rely on.</td>
</tr>
<tr>
<td>head move in a particular direction.</td>
<td>The government is heading in the right direction.</td>
<td>making good progress, uv heading in the right direction.</td>
</tr>
<tr>
<td>microscope an instrument for looking at things which are too small to see.</td>
<td>The trade secretary could find herself under the microscope.</td>
<td>being watched and examined very carefully.</td>
</tr>
</tbody>
</table>

spin a quick turning movement, round and round. spin v. | No doubt the politicians will give this a positive spin. | a way of giving information to make it appear better, or less bad (the people are spin doctors). |

4 Circle the correct answer.

1. He's the boss, but it's his wife who pulls the strings / rope.
2. During the first few months, she'll be under the microscope / telescope.
3. As a politician, he's considered to be a safe pair of gloves / hands.
4. Throw them in at the shallow / deep end, then see if they sink / drown or swim.
5. They had a very hot / heated discussion.
6. I wonder what the spin doctors / dentists will do with this information.
7. They've got to remain steady, and not allow anyone to rock the ship / boat.
8. The results indicate that the opposition is leading / heading in the wrong direction.

5 Complete the dialogues in a suitable way.

1. Did they have an easy start? ~ No, they were thrown in ____________.
2. Is she able to do the job? ~ No, she's out ____________.
3. Do you think we're making progress? ~ Yes, we're heading ____________.
4. He created the policies, didn't he? ~ Yes, he laid the ____________.
5. Is the party still united? ~ No, the first ____________ are starting to appear.
6. Do you think she's in control? ~ Yes, she's in the driving ____________ now.
7. Was it dull in parliament? ~ No, there was a very heated ____________.
8. They managed to twist the facts. ~ Yes, the usual political ____________.

Remember to test yourself NEWS AND CURRENT AFFAIRS 117
The streets were filled with rubble and broken glass everywhere. Food, water, medicine—the necessities of life—were scarce, and hospitals were overwhelmed with casualties. Apart from the obvious danger of bombing, there was also the threat of unexploded shells, snipers, and other forms of random violence. Soldiers and civilians alike suffered from the tension, and were never far from breaking point, but most people refused to desert their city. How did they get through that period? Adrenaline. That alone kept me going in the face of the grim reality that confronted a city under siege.

1 Match 1–8 with a–h.
1 The soldiers were firing... a sniper
2 He was shot by a... b rubble
3 The situation was... c at random
4 I just keep going on... d under siege
5 Food was... e grim
6 The city was... f scarce
7 Life is tough in a war... g adrenaline
8 The streets were full of... h zone

2 Cross out parts of the text and replace them with these words. Write the numbers in the text.

We were close to the point where people couldn’t deal with the situation. Food was in short supply, the situation was unpleasant and depressing, and many people had already left the city for good. Then at 7 a.m. yesterday the attack happened. A man who was just clearing stones, bricks, and glass from a damaged building was shot by a hidden gunman. Amid the ensuing chaos, a small group of rebel soldiers entered the nearby radio station and took control of it. The army immediately began to surround the building. They brought in large guns and started firing at it; then, as night approached, they attacked. The rebels were soon defeated by the superior numbers and firepower of the army.

Glossary
zone an area or region with a particular feature (a war/danger zone).
rubble broken stones or bricks from a building that has been destroyed (debris is similar but is more general and includes wood, glass, etc.).
scarce not readily available; in short supply. Scarcity.
overwhelm sb/sth 1. present sb/sth with too much of sth (be overwhelmed with/by). 2. defeat sb/sth completely.
shell a metal case full of explosives, to be fired from a large gun (shellsth = fire shells at sth).
sniper a person who shoots at sb/sth from a hidden position.
random happening without any intended or regular pattern (things that happen at random are not ordered or regular).
breaking point the time when problems have become so great that sb/sth no longer deal with them (be at/reach breaking point).
desert sb/sth go away from a place and leave it empty. Syn: abandon sth.
adrenaline a substance created in the body when you are excited or afraid, giving you more energy.
grim unpleasant and depressing.
siege a military operation in which an armed force surrounds a place and stops the supply of food, etc. (lay siege to sth, be under siege).
Review: News and current affairs

Unit 38

1 Complete the sentences which explain the headlines.

1 MINISTER OUSTED = A __________ minister has __________.
2 BOOST FOR TRANSPORT SCHEME = A transport __________ has been given.
3 GO-AHEAD FOR ARMS DEAL = A business __________ on __________ has been given.
4 RANSOM ORDEAL FOR FAMILY = A family is going through a __________ over a ransom.
5 BID TO END KIDNAP = Someone is __________ to end a kidnapping.
6 BLAST WRECKS HOTEL = A hotel has been __________ by __________.

X: more words: Diet puts children in peril Inflation cut bolsters spending Police fail bomb plot Women heed tobacco warnings Record drugs haul at Heathrow

Unit 39

1 One word is missing in each line. What is it, and where does it go?

The blazing __________ over the leadership of the Liberal Party is in the headlines once again. According sources in Westminster, Harry Jacobs, who has had a strong lead until recently, came under after it was alleged that he had made scathing about the family background of his rival, Ellen Pinter. The comments were to the press by one of Mrs Pinter's supporters, and it is possible that the will now begin to turn in Mrs Pinter's favour, as the tabloid press are beginning to take an interest. She has been as saying that she believes that Mr Jacobs's comments showed a temporary of judgement, and that she felt some sympathy for him as he has clearly put himself in a corner.

X: more words: grab/hit the headlines, stand shoulder to shoulder, a torrent of criticism, score an own goal, drop a bombshell, get caught in the crossfire

Unit 40

1 Complete the words in the story.

The storm was getting closer and we weren't sure whether to (1) s __________ under a tree or run for the barn. Jan wanted to (2) s __________ put, but I decided to (3) r __________ a c. on the barn. Just then, the tree was hit by lightning and a branch fell on Jan. She wasn't unconscious, but she was obviously very (4) d __________. After a minute she seemed to (5) r __________ her senses. The pain was now (6) e __________, but I didn't (7) d __________ move her in case she had internal injuries. Thankfully the ambulance arrived within minutes, and as we drove away I could see the few (8) r __________ branches of the tree on fire. Fortunately Jan made a (8) r __________ recovery.

X: more words: on the off chance, (not) stand a chance (of doing sth), fancy your chances, the chances are (that), be in with a chance, give sb/sth half a chance
Unit 41

1 Complete the TV news report using words from the box in the correct form.

intrusion scandal allegation deserve exclusive privacy allege coverage tabloid

There is continued (1) ________ in the newspapers today of the latest (2) ________ to hit the Democratic Party. However, the minister who is (3) ________ to have awarded a government contract to a company owned by his brother, has hit back at his critics. 'I have done nothing illegal, and do not (4) ________ this', he said. He went on to attack the press for an unjustified (5) ________ into his private affairs, and asked them to respect the (6) ________ of his family.

This seems unlikely, as the newspaper who printed the (7) ________ story last week refuses to back down, and the rest of the (8) ________ are now making similar (9) ________.

Add more words: a household name, prominent, high-ranking officers/politicians, stalker, stalking, hounded by the press, the gutter press

Unit 42

1 Rewrite the sentences using the words in capitals. The meaning must remain the same.

1 We had a discussion about socialist policies. WING
2 They don't want the situation to change. STATUS
3 I don't know who's controlling the situation. DRIVING
4 We'll study the document carefully. MICROSCOPE
5 I wouldn't be in favour of the proposal. OPPOSED
6 He created the basic principles for the policy. FOUNDATIONS
7 In our company, everyone has the same rights. EQUALITY
8 The prime minister is making good progress. DIRECTION

Add more words: floating voter, cast your ballot, a close-run election, sweep to victory, a landslide win/victory, exit poll

Unit 43

1 Complete the definitions.

1 sniper = a person who ________ at someone from a hidden position
2 scarce = not readily ________
3 grim = very ________
4 rubble = broken ________ from a building
5 shell = a metal case full of ________

6 desert somewhere = ________ somewhere
7 random = happening ________ any
8 siege = a ________ operation in which an ________ surrounds a town and tries to ________ it

Add more words: crossfire, curfew, irreconcilable, call a truce, ambush

120 REVIEW: NEWS AND CURRENT AFFAIRS
### I can explain job benefits

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>benefits</td>
<td>advantages a company offers in addition to the salary. Syn: perks</td>
</tr>
<tr>
<td>benefits package</td>
<td>a number of benefits that are offered together</td>
</tr>
<tr>
<td>relocation allowance</td>
<td>relocation: the process or act of moving to a new place to work. Allowance money paid to sb to help them, either on a regular basis or for a particular purpose (food/fuel allowance).</td>
</tr>
<tr>
<td>performance-related bonus scheme</td>
<td>performance-related: linked to how well sb does in their job. Bonus: extra money paid to sb, often annually or as a reward for sth. Scheme: an official plan.</td>
</tr>
<tr>
<td>company pension scheme</td>
<td>money paid regularly by a company to help sb when they retire (also government pension or personal/private pension).</td>
</tr>
<tr>
<td>maternity/paternity leave</td>
<td>maternity: leave a period when a woman temporarily leaves her job to have a baby. Paternity: leave a short period of work allowed to a new father.</td>
</tr>
<tr>
<td>expenses</td>
<td>the money sb spends while working that the employer pays back to them later (travel/travelling expenses).</td>
</tr>
<tr>
<td>30 days’ holiday entitlement</td>
<td>a thing sb has a right to (often expressed as an amount sb has a right to receive). Be entitled to sth v.</td>
</tr>
<tr>
<td>comprehensive healthcare provision</td>
<td>comprehensive: including everything or almost everything (comprehensive care/travel/health insurance). Healthcare: the service of providing medical care (also childcare = the care and supervision of small children). Provision: the act of providing sth (here, private health insurance).</td>
</tr>
<tr>
<td>subsidized canteen</td>
<td>If sth is subsidized, it is partly paid for by an organization in order to make it cheaper for the people who use it. Canteen: a place where food is served in a company or school.</td>
</tr>
</tbody>
</table>

1. Find six phrases from the words in the box.

<table>
<thead>
<tr>
<th>travel</th>
<th>subsidized</th>
<th>maternity</th>
<th>pension</th>
<th>healthcare</th>
<th>relocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>leave</td>
<td>allowance</td>
<td>canteen</td>
<td>expenses</td>
<td>scheme</td>
<td>provision</td>
</tr>
</tbody>
</table>

2. Write down:

1. three types of insurance you can have: 
2. three types of allowance you can have: 
3. three types of pension you can have: 
4. two types of care that may be provided: 

3. Complete the information from this job advertisement with suitable words.

As you would expect from a high-performing council, we offer excellent (1) _, including:

- government (2) _, performance (3) _, bonus scheme
- generous holiday (4) _, relocation (5) _,
- healthcare (6) _, subsidized (7) _, with excellent food

Remember to test yourself
I can describe ways of working

A Freelance work: the pros and cons

- you are not accountable to anyone but yourself
- working for a number of employers gives you an insight into different companies
- it can be more lucrative, and it’s good not to have to rely solely on one company
- working from home makes it easier to juggle work and family responsibilities
- no guaranteed income and no additional financial benefits (e.g., a company pension)
- you will encounter quiet periods, a degree of isolation, and perhaps loneliness
- work can encroach upon your home life and your free time

Glossary

the pros and cons accountable to sb: the advantages and disadvantages/drawbacks.
expected to explain all your actions to sb if asked (if you are not accountable to anyone you are your own boss).
insight into sth: a clear understanding of what sth is like.
lucrative: producing a large amount of money.
solely: not involving sb/sth else (be solely responsible for sth).
juggle sth: try to manage and balance different jobs and activities in order to fit them successfully into your life.
guarantee sth: promise that sth will happen. guarantee is: more than has been experienced or mentioned before.
additional: extra, further.
encounter sth: experience sth, especially problems or opposition.
encroach upon sth: intrude or use up too much of sth’s time, rights, personal life, etc.

1. Replace the underlined words with a word or phrase that has a similar meaning.
   1. I experienced a few problems.
   2. There is a certain amount of stress.
   3. I was my own boss.
   4. It gave me an understanding of how the company works.
   5. Initially she had to balance a full-time career with looking after a family.
   6. There are various advantages and disadvantages.

2. Complete the text with suitable words.
   I was a freelance designer for 10 years. I liked being my own (1) _______ and enjoyed the fact that I was (2) _______ responsible for everything I did. Like all freelancers, I (3) _______ a certain (4) _______ of isolation, but I didn’t mind that, and the work was quite (5) _______.
   so I was able to buy a nice house. However, once I had children the work did (6) _______ upon my family life, so in the end I went back to a regular job with a (7) _______ income, plus the (8) _______ benefits of a company car and pension.

3. ABOUT YOU Have you ever worked freelance? If so, did you enjoy the same advantages and encounter similar problems? Write your answers or talk to another student.

Remember to test yourself

122 WORK AND FINANCE
Working in a team: the pros and cons

- A common goal is good for morale and fosters team spirit.
- Collaboration and mutual feedback are fulfilling and make people feel valued.
- Pooling diverse skills is generally more productive.
- If someone doesn't fit in, it can be disruptive and can undermine the work of the team.
- Teams can stifle individual enterprise and initiative.

Glossary

- common goal: a goal shared by two or more people.
- morale: the feeling of confidence and enthusiasm that a person or group has at a particular time (boost morale = improve morale).
- foster sth: help sth to develop, typically encourage sth, promote sth.
- team spirit: the desire among a group to work together and help each other.
- collaboration (with sb): the act of working with others to produce sth.
- mutual: used to describe a feeling that two people have for each other equally (mutual respect/trust).
- fulfilling: giving personal satisfaction, typically rewarding.
- value sb/sth: think that sb/sth is important.
- pool sb/sth: collect money, ideas, etc. from different people so it or they can be used by all of them (pool resources).
- fit in (with sb/sth): be accepted in a situation by the others in a group.
- disruptive: causing problems, and making it hard to continue with sth, typically disrupt sth;
- undermine sb/sth: make sb/sth gradually weaker or less effective (undermine sb's confidence/authority).
- stifle sb/sth: stop sb from happening or developing (stifle creativity).
- enterprise: the ability to think of new ideas and make them successful.
- initiative: the ability to take decisions and act alone (use your initiative).

4. Positive or negative? Write P or N.

1. He showed enterprise.  P
2. She was disruptive.  N
3. I don't feel valued.  N
4. It undermined my confidence.  N
5. It boosted my confidence.  P
6. My boss stifles my creativity.  N

5. Find six phrases from the words in the box.

<table>
<thead>
<tr>
<th>team</th>
<th>boost</th>
<th>mutual</th>
<th>pool</th>
<th>undermine</th>
<th>stifle</th>
<th>spirit</th>
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</tbody>
</table>

6. Rewrite the sentences without using the underlined words. Keep the meaning the same.

1. He wasn't accepted by the others. He didn't.
2. She can act on her own. She can use.
3. I find the work very rewarding. I find the work very.
4. They did most of it together. There was a lot of.
5. They shared the same aim. They had a.
6. We think it will promote team spirit. We think it will.
7. We can collect ideas from different people. We can.
8. They have a lot of respect for each other. They have a lot of.

Remember to test yourself.
A Business takeovers

Warburg takeover imminent

The battle for Warburg Glass may soon be over. Former chairman Matthew Cavendish is now mounting a fresh challenge, and has made a joint bid for the company with the backing of the powerful EPS group. The company has already rejected one offer, but an improved takeover bid would be attractive to shareholders in view of the company’s poor recent dividends. City analysts believe Cavendish could clinch the deal within weeks, and possibly set off a new round of mergers and acquisitions.

1. Complete the words in the sentences.
   1. If we’re lucky, we’ll c________ the deal next week.
   2. He wants to buy the company and has already made a b________.
   3. If there is more uncertainty, it will s________ off another wave of selling.
   4. Sir Michael is preparing to m________ a challenge for the leadership.
   5. The takeover hasn’t happened yet, but it’s i________.
   6. If the d________ is only 50 cents a share, the s________ won’t be happy.

2. Complete the dialogues with a suitable word.
   1. Are you doing this on your own? – No, it’s a ___________ venture with ECL.
   2. They didn’t reject it, did they? – Yes, they ____________ it.
   3. Has he bought another company? – Yes, that’s three ____________ this year.
   4. Is she your current boss? – No, she’s my ____________ boss.
   5. Is another ____________ bid imminent? – Yes, before the end of the week.
   6. Are they forming a single company? – Yes, there is going to be a ____________
   7. Was it a friendly takeover? – No, it was a ____________ takeover.
   8. Do they need your support? – They already have my ____________

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>imminent</td>
<td>likely to happen soon.</td>
</tr>
<tr>
<td>former</td>
<td>having a particular position in the past (former president/boss).</td>
</tr>
<tr>
<td>mount sth</td>
<td>organize and begin sth (mount a challenge/campaign).</td>
</tr>
<tr>
<td>joint</td>
<td>involving two or more people (joint account/venture), jointly own.</td>
</tr>
<tr>
<td>bid</td>
<td>an offer to pay a particular price for sth (make a bid for sth). bid v.</td>
</tr>
<tr>
<td>backing</td>
<td>help, support, back sb/sth v.</td>
</tr>
<tr>
<td>reject sth</td>
<td>refuse to accept sth. refuse sth v.</td>
</tr>
<tr>
<td>shareholder</td>
<td>a person who owns shares in a business or company.</td>
</tr>
<tr>
<td>dividend</td>
<td>a portion of a company’s profits that is given to shareholders.</td>
</tr>
<tr>
<td>clinch sth</td>
<td>succeed in achieving or winning sth (clinch a deal/victory).</td>
</tr>
<tr>
<td>set sth off</td>
<td>start a process or series of events.</td>
</tr>
</tbody>
</table>

Spotlight: merger, takeover, and acquisition

In a merger, two companies agree to join and form a single company. In a takeover, one company buys the shares of another public company. The companies may or may not agree to the deal. If they agree, it is a friendly takeover; if not, it is a hostile takeover. In an acquisition, one company buys another company which cannot offer its shares for sale to the public.
B Describing business activity

The table includes many phrases that are commonly used in a figurative sense.

<table>
<thead>
<tr>
<th>Word or phrase</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>go under</td>
<td>The company was go under.</td>
<td>INC go out of business, SYN go bankrupt.</td>
</tr>
<tr>
<td>wind sth up</td>
<td>The board may have to wind up the company.</td>
<td>stop running a business and close it completely.</td>
</tr>
<tr>
<td>step down/aside</td>
<td>The chairman had to step down.</td>
<td>leave an important job.</td>
</tr>
<tr>
<td>tighten your belt</td>
<td>If there is a recession, we will all have to tighten our belts.</td>
<td>SPEND less money because there will be less available.</td>
</tr>
<tr>
<td>go down that road</td>
<td>The company doesn’t want to go down that particular road.</td>
<td>take a particular course of action.</td>
</tr>
<tr>
<td>wriggle out of sth / doing sth</td>
<td>They are trying to wriggle out of their obligations to customers.</td>
<td>INC, IMPROVING: avoiding doing sth that you should do.</td>
</tr>
<tr>
<td>lure sb</td>
<td>The company is trying to lure passengers away from its rivals.</td>
<td>DISAPPROVING: persuade or tempt sb to do sth by offering them a reward; SYN entice sb.</td>
</tr>
<tr>
<td>not take sth lying down</td>
<td>You can be sure that it won’t take this situation lying down.</td>
<td>not accept a bad situation without a fight or protest.</td>
</tr>
<tr>
<td>tip the balance</td>
<td>The city’s transport links could tip the balance in their favour.</td>
<td>affect the result of sth in one way rather than another.</td>
</tr>
<tr>
<td>fuel sth</td>
<td>The situation is fuelling fears that prices could rise again.</td>
<td>increase sth and make it stronger; SYN fears/inflation.</td>
</tr>
<tr>
<td>the dust settles</td>
<td>Wait until the dust settles.</td>
<td>the situation becomes clearer and less disturbed.</td>
</tr>
<tr>
<td>on the cards</td>
<td>A takeover bid is on the cards.</td>
<td>likely to happen.</td>
</tr>
</tbody>
</table>

3 Is the meaning in the sentences the same or different? Write S or D.

1 Don’t try and wriggle out of this.  Don’t try and interfere in this.
2 We won’t go down that road.  We won’t take that lying down.
3 He decided to step down.  He decided to give up the job.
4 We may need to tip the balance.  We may need to tighten our belts.
5 Are they trying to lure customers away?  Are they trying to entice customers away?
6 Wait until the situation is clearer.  Wait until the dust settles.
7 We could go under.  We could go bankrupt.
8 He could wind up the company.  He could expand the company.

4 Complete the text with suitable words.

The decision by Globus Airlines to open up new routes across the Atlantic is clearly an attempt to (1) _______ customers away from competitors. Closest rival MEDINA has already stated it will not take this move (2) _______ down, but it may have to reduce its prices to tip the (3) _______ once again in its favour. For consumers, of course, this may sound like good news. But is it? If a price war is on the (4) _______, it will soon start to (5) _______ fears that eventually smaller companies will either go (6) _______ or be taken over. In the long term this may not be good news. We will have to wait and see who is still standing when the dust finally (7) _______.

Remember to test yourself.
**A Expressing movement in markets**

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>soar</td>
<td>Share prices have soared.</td>
<td>rise suddenly and quickly. syn rocket.</td>
</tr>
<tr>
<td>surge (in sth)</td>
<td>The market is now expecting a surge in the value of the euro.</td>
<td>a large and sudden increase in the amount or value of sth. surge.</td>
</tr>
<tr>
<td>gain</td>
<td>The dollar made significant gains.</td>
<td>an improvement or increase. ex. cut.</td>
</tr>
<tr>
<td>hike</td>
<td>Another hike in the rate is possible.</td>
<td>for a sudden or significant increase in the level or amount of sth. ex. cut.</td>
</tr>
<tr>
<td>strengthen</td>
<td>The yen will strengthen.</td>
<td>become stronger. ex. weaken.</td>
</tr>
<tr>
<td>rally</td>
<td>The pound rallied later in the day.</td>
<td>increase in value after a period when it has fallen. syn recover / bounce back.</td>
</tr>
<tr>
<td>buoyant</td>
<td>The market is still buoyant.</td>
<td>confident, successful, and staying at a high level. syn healthy.</td>
</tr>
<tr>
<td>snap sth up</td>
<td>The advice is to snap up the shares while you can.</td>
<td>buy sth quickly, usually while it is cheap or available.</td>
</tr>
<tr>
<td>plummet</td>
<td>The value may plummet even more.</td>
<td>fall suddenly and quickly. syn plunge.</td>
</tr>
<tr>
<td>slump</td>
<td>The price has slumped to its lowest level.</td>
<td>fall by a large amount. slumps (economic slumps are economic boom).</td>
</tr>
<tr>
<td>slash sth</td>
<td>The Federal Reserve has slashed the discount rate.</td>
<td>reduce sth by a large amount.</td>
</tr>
<tr>
<td>wipe sth off sth</td>
<td>The recession has wiped billions off the stock markets round the world.</td>
<td>remove sth from sth, quickly and completely.</td>
</tr>
<tr>
<td>turmoil</td>
<td>The market is still in turmoil.</td>
<td>a state of great confusion.</td>
</tr>
<tr>
<td>volatile</td>
<td>The market remains volatile.</td>
<td>likely to change suddenly. volatility.</td>
</tr>
<tr>
<td>turbulence</td>
<td>There is likely to be short-term turbulence in the market.</td>
<td>a lot of sudden change (also a bumpy ride syn. turbulent adj.</td>
</tr>
</tbody>
</table>

1. Good or bad news for a company with shares listed on the stock market? Write G or B.
   1. We saw a surge in the share value.  __________  4. Investors are snapping up shares.  __________
   2. Millions were wiped off the value.  __________  5. Shares rallied yesterday.  __________
   3. The company has slashed dividends.  __________  6. Shares are in for a bumpy ride.  __________

2. Replace the underlined word with an opposite.
   1. The pound is strengthening.  __________  4. The share price has soared.  __________
   2. Analysts expect a cut in the interest rate.  __________  5. The market is very stable.  __________
   3. It could lead to an economic boom.  __________  6. The market made significant losses.  __________

3. Replace the underlined word(s) with a synonym.
   1. The market remains quite healthy.  __________  4. Shares plunged to their lowest value.  __________
   2. The dollar recovered slightly.  __________  5. The markets are in total confusion.  __________
   3. The share price rocketed.  __________  6. The market is very unstable.  __________
B Reasons to buy and sell shares

**Glossary**

**investor**  a person who buys land, shares, etc. in order to make a profit.

**contradictory**  saying two different and opposing things. sy. conflicting, contradiction.

**equities**  n. company shares which do not pay a fixed rate of interest.

**underpin sth**  support or form the basis of sth.

**corporate**  connected with a large business company; company.

**debt burden**  the responsibility of having to pay back a lot of money.

**yield**  the total profit or income you get from a business or investment.

**underlying**  (in finance) an underlying number or situation shows what the true amount or level of sth is.

**outlook**  the probable future for sth.

**bubble**  (in finance) a temporary and fragile situation caused by a rapid increase in sth (the bubble will burst = the situation will end, and people will lose money).

**dry up**  if sth dries up, there is gradually less and less of it.

**trigger sth**  cause sth to happen.

**under pressure**  suffering from strain.

---

4 One letter in one word is missing, unnecessary, or wrong. Find the error and correct it.

1. Analysts are worried that the debt burden is increasing.
2. Many believe the credit bubble has already burst.
3. He has just contradicted what he told me earlier.
4. The surge in the stock market is good news for inventors.
5. Solid growth should underpin the economy.
6. The company is planning to move its corporate headquarters.
7. Would you advise me to invest in equities at the moment?
8. Some people have received record fields on their investment.

5 Complete the sentences using words from the box.

<table>
<thead>
<tr>
<th>bubble</th>
<th>conflicting</th>
<th>under</th>
<th>invest</th>
<th>debt</th>
<th>underlying</th>
<th>advice</th>
<th>equities</th>
<th>pressure</th>
<th>outlook</th>
<th>burden</th>
<th>burst</th>
</tr>
</thead>
</table>
| 1. On the surface the ______ seems uncertain, but the ______ situation is good.
| 2. They borrowed a lot of money so there is still a significant
| 3. They said different things, so I was given
| 4. There is always a risk if somebody chooses to
| 5. If the banks go on lending more money, the credit
| 6. If shares continue to lose value, the market is put

---

Remember to test yourself
I can talk about personal finance

A Spending and saving

Are you good at looking after your money? For instance, do you:

- keep a record of your outgoings, e.g. debit card payments, or lose track of what you spend?
- keep your account in credit all the time, or are you sometimes overdrawn?
- pay your credit card bills promptly, or do you allow debts to mount up?
- check all the transactions in your bank statements, or do you just ignore them?
- think you’re thrifty, or do you squander large sums of money?

Glossary

outgoings: r. the money a person or business has to spend regularly; or income.
debit card: a plastic card used for taking money directly from your bank account.
lose track of: not have information about what is happening or where sth/ sb. is.
credit: If you are in credit, there is money in your account; or overdrawn / in the red we (if you are overdrawn, you have an overdraft.)
mount up: increase gradually in size; or build up/ accumulate.
transaction: a piece of business between people; (here, it is putting money into your account or taking it out, e.g. withdrawing it.)
bank statement: a record of the money paid into and out of a bank account; careful about spending money, or extravagant.
thrifty: waste sth, especially money or time, in a carefree way; an amount of money.
squander sth: sum (of sth)

spotlight: Bank accounts

A current account gives immediate access to your money, but pays little interest. A deposit or savings account pays more interest but without such quick access.

1. Complete the sentences with suitable words.

1. I’m afraid I ___________ track of ___________ card payments because I forget to write them down. When I get my monthly bank ___________, I can see all the ___________.
2. I keep a reasonable amount of money in my ___________ account – just enough to keep it in ___________. – but I put most in a ___________ account where I get more interest.
3. I didn’t ___________ track of my outgoings this month, and now I’m in the ___________.
4. I’m the sensible one with money – very ___________. My brother isn’t; he’s very ___________.

2. Complete each dialogue with a single word.

1. Did you take some money out? – Yes, I ___________ £100.
2. Is there money in your account? – No, I’m afraid I’m ___________.
3. Do you know what you spend? – Yes, I keep a record of all my ___________.
4. Have you spent too much this month? – Yes, and now I’ve got an ___________.
5. Do you always pay credit card bills? – Yes, otherwise debts can ___________ up.
6. Does he spend his money carefully? – No, he ___________ most of it.

128 WORK AND FINANCE
B Looking after your money

Creating a personal budget

FEW PEOPLE bother to budget, which is why so many are in debt. You must calculate the total amount of money coming in per month, and the total going out, both regular outgoings and all other expenses. Then, subtract the expenses from the income. If there's a surplus, don't spend it; that is your emergency fund to keep for contingencies.

If there is a shortfall, then you must take action. Consider where you can economize and make cutbacks. Be ruthless, and don't expect anyone close to subsidize you and bail you out.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>budget</td>
<td>plan how much to spend and what to spend it on (a budget is the amount of money available to spend, with a plan for spending it).</td>
</tr>
<tr>
<td>calculate sth</td>
<td>use numbers to find a total number, amount, or distance. SYN: work sth out, calculation.</td>
</tr>
<tr>
<td>per</td>
<td>for each (used to express the cost or amount of sth for each person, period of time, etc.).</td>
</tr>
<tr>
<td>subtract sth from sth</td>
<td>take one number from another to calculate the difference. SYN: take sth away from sth.</td>
</tr>
<tr>
<td>fund</td>
<td>an amount of money available for a particular purpose.</td>
</tr>
<tr>
<td>contingency</td>
<td>sth that may or may not happen (contingency plans / a contingency fund).</td>
</tr>
<tr>
<td>shortfall</td>
<td>the difference between what you have and what you need.</td>
</tr>
<tr>
<td>economize</td>
<td>reduce the amount of money, time, goods, etc. that you use. SYN: make cutbacks.</td>
</tr>
<tr>
<td>subsidize sb</td>
<td>give money to sb to help them pay for sth. SYN: subsidize.</td>
</tr>
<tr>
<td>bail sb out</td>
<td>rescue sb from a difficult situation, often with money.</td>
</tr>
</tbody>
</table>

3 Circle the odd one out, then say what the other two words have in common.

1) shortfall  b) surplus  c) deficit
2) shortage  b) contingency  c) shortfall
3) economize  b) take away  c) subtract
4) economize  b) make cutbacks  c) make contingency plans
5) deficit  b) fund  c) budget
6) work out  b) calculate  c) economize

4 Complete the texts with suitable words.

The floods in the spring are now causing severe food (1) ___________ throughout the country, and this will leave many farmers with a significant (2) ___________ in their income. A few lucky ones may have a (3) ___________ fund to help them, but the majority will no doubt be hoping for a government (4) ___________ to (5) ___________.

I'm not very careful with money and don't often (6) ___________, but I decided to keep a record of my regular outgoings each month. At first I found it quite difficult to (7) ___________ all my other expenses, but I managed it after a while. I realized I had a bit of a (8) ___________ whenever I had to pay large bills, and would need to make (9) ___________. The most obvious place to start was the car, as it was costing me £100 (10) ___________ month.

Remember to test yourself
I can discuss time management

A Tips for time management

**Time management questionnaire**

- Do you jot down a list of jobs to do on a daily basis, and then prioritize them?
- Do you prioritize ruthlessly, deciding which tasks you have to accomplish that day?
- Do you stick to your priorities, no matter what happens?
- Do you try to anticipate so that you can schedule your tasks better?
- Do you delegate responsibilities as far as possible?
- Do you set yourself rigorous time limits for tasks, and stick to them?

**Glossary**

- **jot sth down** write sth quickly, a particular way in which sth is organized or done (on a day-to-day basis, on a daily/weekly/regular basis).
- **prioritize** put tasks, problems, etc. in order of importance and do the most important first. priority n: (high/low/top priority).
- **ruthlessly** in a determined and firm way.
- **accomplish sth** succeed in doing or completing sth. syn: achieve sth.
- **stick to sth** continue doing sth despite difficulties.
- **anticipate sth** expect sth to happen and prepare for it. anticipation n.
- **schedule sth** arrange for sth to happen at a particular time. schedule sth:
give part of your work to sth, especially sb in a lower position.
- **rigorous** strict and severe.

1. Circle the correct word(s). More than one word may be correct.
   1. Once you have **prioritized / accomplished** your daily list, make sure you do it all.
   2. You need to be **rigorous / ruthless** when deciding what the priorities are.
   3. You need to set a time limit, **no matter what / whatever** happens.
   4. I tend to check emails on a daily basis / base, wherever / whatever I am in the world.
   5. The organizers hadn’t **scheduled / anticipated** how many people would want to attend.

2. Complete the dialogues.
   1. How often do you review the figures? ~ Usually on a monthly ____________.
   2. He won’t give up, even if it’s hard. ~ I know, he always ____________ the task.
   3. Were you surprised Jack was angry? ~ Yes, I didn’t ____________ that at all.
   4. Has the meeting time been fixed? ~ Yes, it’s ____________ for 4.00 today.
   5. You should get your assistant to do it. ~ I know, I should ____________ work more often.
   6. Have you got my email address? ~ No, let me just ____________ it down.
   7. Will you finish the project this week? ~ Yes, I’ll do it no ____________ what happens.
   8. It’s been a huge achievement. ~ Yes, we’ve ____________ a great deal.

3. **ABOUT YOU** Write answers to the questionnaire, or ask another student.

Remember to test yourself on page 129
Email stress: the new office workers’ plague

Over a third of workers say they are inundated with a never-ending stream of emails and are stressed out by the pressure to respond to them promptly. Research has found that some employees check their emails every few minutes, leaving them frustrated and unproductive. Females feel particularly hard-hit by the deluge. Email is an amazing tool, but it’s got out of hand, says researcher Karen Renaud. She adds that when you break off from what you are doing to read your emails, you lose your train of thought. The advice is to set aside two or three specific email-reading times each day.

Glossary

inundated (with sth) given so many things that you cannot deal with them, are overwhelmed, swamped.
never-ending seeming to last for ever, is interminable.
stressed out too anxious and tired to be able to relax.
promptly quickly; without delay, prompt say.
unproductive not producing good results, unproductive.
hard-hit badly affected by sth (also severely/hard hit).
be/get out of hand become impossible to control, ce be under control.
break off (from sth) stop speaking or doing sth for a time.
train of thought a linked series of thoughts in your head at one time.
set sth aside keep sth, especially money or time, for a purpose.

Spotlight

A plague is a fast-spreading disease which often results in death; in the title it is something that causes irritation. A stream is a small river; but here it means a continuous flow of things. A deluge is a flood or heavy rain, but in the text it means a great quantity of something arriving at the same time.

4 Correct the spelling mistakes.
1. diugle 3. inundated 5. under contrll
2. intenin able 4. severly hit 6. plage

5 One word is missing in each sentence. What is it, and where does it go?

1. I’m feeling very __________ stressed.
2. I need to aside money for rent.
3. I’ve lost my of thought.
4. The work has been never__________
5. Our spending has got out hand.
6. I had to break from what I was doing.
7. We were hard by the price war.

6 Complete the questions.

1. If you have a constant s__________ of interruptions, do you feel o__________?
2. Did you get a lot of work done today, or was it a rather u__________ day?
3. Do you agree that people suffer from a d__________ of emails?
4. Do you think it’s important to reply to emails p__________?
5. Do you often feel s__________ out because of work or studies?
6. What do you think would make you more p__________ at work?

7 ABOUT YOU Write your answers to Exercise 6, or ask another student.

1 Remember to test yourself
An industrial dispute

Talks between Royal Mail bosses and the CWU union have again ended in deadlock, so the union has decided, following the support of its members in the national ballot, to set a date for strikes as early as next week. They claim it is not just a pay dispute, but an attempt to halt the closure of 2,500 post offices and the further privatization of services. For the government, though, there is a great deal at stake. If the management gives in to the demands, it could set a precedent for other groups, who may feel more inclined to step up their own claims for higher wage settlements.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>deadlock</td>
<td>a failure to reach an agreement or settle an argument (be unable to break the deadlock)</td>
</tr>
<tr>
<td>ballot</td>
<td>a system of voting in which votes are made in secret (ballot [v.] a group of people = ask members of a group to vote on sth)</td>
</tr>
<tr>
<td>dispute</td>
<td>a disagreement, often official, between people or groups (a pay/industrial dispute, settle a dispute)</td>
</tr>
<tr>
<td>halt sth</td>
<td>prevent sth from continuing.</td>
</tr>
<tr>
<td>closure</td>
<td>a situation in which a school, factory, etc. is permanently shut.</td>
</tr>
<tr>
<td>privatization</td>
<td>the process of selling an industry so it is no longer owned by the government. (see nationalization, privatize sth)</td>
</tr>
<tr>
<td>at stake</td>
<td>if sth is at stake, you will lose it if a plan or action is not successful (there's a lot at stake / the stakes are high)</td>
</tr>
<tr>
<td>precedent</td>
<td>a thing that happened in the past which is seen as a rule or example to be followed by others in a similar situation.</td>
</tr>
<tr>
<td>inclined to do sth</td>
<td>likely to do sth or tending to do sth. inclination is.</td>
</tr>
<tr>
<td>step sth up</td>
<td>increase the amount of an activity in order to achieve sth.</td>
</tr>
</tbody>
</table>

1. Complete the sentences with a suitable verb.
   1. He ___________ the standard for others to follow.
   2. We must act now in order to ___________ the dispute.
   3. The union must ___________ their members before they can go ahead with strike action.
   4. They haven't ___________ a date for the next meeting yet.
   5. We must find a way to ___________ the deadlock.
   6. The government has failed to ___________ the economic decline, so things look bad.
   7. If their demands aren't met, some workers will ___________ their call for strike action.

2. Complete the dialogues with a single word in each space.
   1. Is it the only factory to close? — No, there have been lots of ___________.
   2. Why are they going on strike? — It's a ___________ over pay I believe.
   3. Has this happened before? — No, it would set a ___________.
   4. Have they reached an agreement? — No, the talks ended in ___________.
   5. Will the government sell the railways? — Yes, there are plans to ___________ them.
   6. What will happen if you leave? — I think others may be ___________ to follow.
B Staff disputes

What would you do in a dispute between members of your own staff? Would you...

a) intervene at once to resolve the problem?
   This would be proactive, and a positive way to tackle the problem, but is there a risk of blowing it up out of all proportion?

b) see if the staff can sort it out themselves?
   This could be interpreted as passing the buck. But the staff may not want you to interfere, so it could be a wise thing to do.

c) wait to see if the problem sorts itself out?
   Is this sensible or would you just be procrastinating?

d) bury your head in the sand, as if you’re saying, “What problem?”

Glossary

intervene in sth get involved in a situation in order to help (intervention n.)
resolve sth run: find an acceptable solution to a problem (resolution n.)
tackle a problem (of a person or policy)—creating or controlling a situation by making things happen, rather than waiting for things to happen.
blow sth (up) out of (all) proportion do sth to solve a problem,
sort sth out make sth more serious than it is.
pass the buck deal with a problem successfully (if sth sorts itself out, the problem is resolved without the need for action from anyone).
interfere (in sth) make sb else deal with sth that you should deal with.
wise (of actions) get involved in a situation in a way that annoys others (interference n.)
procrastinate sensible; showing good judgement. (wisdom n., syn prudent; prudence n.)
procrastinate n. put off doing sth (delay doing sth until later; often because you don’t want to do it.)
procrastination n. pretend a difficult situation doesn’t exist.

3 Write the nouns related to these verbs.

1 procrastinate
2 interfere
3 resolve
4 intervene
5 wise
6 prudent

4 Is the speaker pleased or angry with his boss? Write P or A.

1 She tackled the problem. A
2 She intervened at once. P
3 She interfered as usual. A
4 She buried her head in the sand. P
5 She was very prudent. P
6 She passed the buck. A
7 She’s usually very proactive. A
8 She always procrastinates. P

5 Complete the text.

We recently had a dispute between two employees who wouldn’t work together. I could see the problem wasn’t going to (1) itself out; I realized that if I didn’t (2) and sort it (3) I’d be accused of passing the (4). However, I didn’t want to (5) it up out of all (6) so I just had a quiet word with them. It turned out to be a (7) decision, because the problem was (8) quite quickly.

6 ABOUT YOU What would you do in the situation at the top of the page?

Remember to test yourself

WORK AND FINANCE 133
51 I can talk about office problems

MY TOP FIVE PET HATES

I can't stand it when colleagues:

• create a paper jam in the photocopier and leave others to put it right
• are always absent when the work piles up and things are really hectic
• neglect their own work, but poke their noses into other people's business
• fail to provide handover instructions when they go away on holiday
• constantly hum, whistle, giggle uncontrollably, sniff, etc. right next to me!

Glossary

<table>
<thead>
<tr>
<th>Pet hate</th>
<th>Neglect sth</th>
</tr>
</thead>
<tbody>
<tr>
<td>a thing you particularly dislike or find annoying.</td>
<td>not do sth. or not give enough attention to sth.</td>
</tr>
<tr>
<td>a situation in which a machine doesn't work because sth is stuck in one position (a paper jam). jam v (the photocopier keeps jamming).</td>
<td>neglect sth.</td>
</tr>
<tr>
<td>make a situation better after a mistake has made.</td>
<td>nose in(to) sth</td>
</tr>
<tr>
<td>not in a place, e.g. because of illness. absence n.</td>
<td>not concern you.</td>
</tr>
<tr>
<td>become larger in quantity or amount. sth accumulate.</td>
<td>fail to do sth</td>
</tr>
</tbody>
</table>
| very busy. | do sth that people expect you to do. sth
gesture to do sth. |

1 Is the meaning the same or different? Write S or D.

1 The photocopier isn't working. There's a paper jam in the photocopier.
2 I mended the fault in the machine. I put the fault right.
3 It's one of my pet hates. It's something I can't stand.
4 My colleague keeps humming. My colleague keeps singing.
5 She was absent this morning. She wasn't here this morning.
6 He's always poking his nose in. He's always neglecting his work.
7 Work is getting hectic. Work is really piling up.
8 I wish she'd stop sniffing. I wish she'd stop giggling.

2 Complete the text.

My colleague Barbara had a month off recently; she left very specific (1) instructions for her colleague Doug, so that after such a long (2) , she wouldn't come back to find a mountain of work had (3) . However, Doug's pretty lazy and he (4) to do the things she asked him to. He also (5) his own work and spent most of the time standing round the (6) gossiping, or (7) his nose into other people's business or just (8) at Mark's silly jokes. Barbara's back now, furious with Doug, and, with all the work we have to do, life is as (9) as ever. I don't think Doug will have his job much longer.

3 ABOUT YOU Do you work in an office? If so, do you have any pet hates? Write a list, or tell another student.

Remember to test yourself
Unit 44

1 Complete the dialogues.
   A Your office is moving to Milan, isn’t it?
   B Yes, and I’ve got a generous ___________ allowance, which is great.
   1 A Does your company have a bonus ___________?
   B Yeah, and it’s ___________ -related, which is why I put in such long hours.
   3 A When does your maternity ___________ start?
   B Next month. And when I come back there is childcare ___________.
   4 A Do you use the company ___________ at lunchtime?
   B Yes, and it’s ___________, so you can get a good meal for €2.
   5 A How much holiday are you ___________ to?
   B I get 30 days off, but I believe the ___________ is increasing to 32 days next year.

Unit 45

1 Tick the words which are correct. One, two, or three may be correct.
   1 There has always been a lot of mutual trust ___________ confidence, ___________ respect.
   2 There are several additional ___________ extra ___________ further ___________ factors to consider.
   3 It’s hard to juggle ___________ encroach upon ___________ encounter ___________ work and family responsibilities.
   4 Teamwork requires a degree ___________ an extent ___________ an insight ___________ respect between colleagues.
   5 Colleagues who don’t fit in can undermine ___________ pool ___________ disrupt ___________ the work of the team.
   6 The project has helped to foster ___________ promote ___________ encroach upon ___________ team spirit.

Unit 46

1 One word is missing from each sentence. Where does it go? Write it at the end.
   1 They’re in a bad state but, knowing them, they won’t take it lying ___________.
   2 The company is likely to an advertising campaign to improve its profile ___________.
   3 We have no choice but to our belts in the current climate ___________.
   4 We could borrow more, but we don’t want to go that road ___________.
   5 The US job figures are fuelling a global recession ___________.
   6 It’s been chaotic on the markets, but let’s just wait till the settles ___________.
   7 The bid was turned because of insufficient backing by shareholders ___________.
   8 There is concern that the move will off a fresh round of bids and mergers ___________.

AZ more words: statutory rights/holidays, temporary lay-off, breach of contract, free health screening, share/stake options
Unit 47

1 Organize the words in the box into the two groups below.

<table>
<thead>
<tr>
<th>Units</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plunge</td>
<td>Soar</td>
</tr>
<tr>
<td>Bubble</td>
<td>Turbulence</td>
</tr>
<tr>
<td>Plummets</td>
<td>Surge</td>
</tr>
<tr>
<td>Volatile</td>
<td>Slump</td>
</tr>
<tr>
<td>Boom</td>
<td>Rally</td>
</tr>
<tr>
<td>Buoyant</td>
<td>Turmoil</td>
</tr>
<tr>
<td>Rally</td>
<td>Slump</td>
</tr>
<tr>
<td>Surges</td>
<td>Volatile</td>
</tr>
<tr>
<td>Slash</td>
<td></td>
</tr>
</tbody>
</table>

STABLE OR RISING

UNITABLE OR FALLING

2 Complete the sentences with suitable words.

1. It's a very good time for ______ to buy shares.
2. The company is struggling under a significant ______ burden.
3. It's a difficult time for the company as they are under a lot of ______.
4. If there is a surge in one currency it could ______ more selling in another currency.
5. Investing in ______ carries more risk than putting your money into a bank account.
6. The market is unstable at present but the ______ is good.
7. Analysts are worried that the credit bubble could ______.
8. Investors are getting____ signs from the market: one day it suggests things are getting worse, the next day they rally.

More words: ethical investments, bonds, portfolio of investments, negative equity, rights issue, bull market, bear market

Unit 48

1 Complete the email from a student to her parents.

Dear Mum and Dad

Sorry I haven't been in touch for a while, but things have been really busy at university. Anyway, I'm afraid I've got a confession to make. I've just been looking at my bank (1) ______, and I feel really stupid. I don't know how it happened, but I'm in the (2) ______ by a very large amount. In fact, I'm (3) ______ by nearly $500, and even worse, I've already spent the $200 contingency (4) ______ you gave me last term. I know you think I've been (5) ______ money instead of spending it wisely as you've always insisted, but my (6) ______ have been enormous this term: books, a laptop, DVDs for my studies, of course... I know I've never been good at keeping to a (7) ______, but if you just (8) ______ me out this one last time, I promise I will (9) ______ cutbacks and keep (10) ______ of my spending from now on. Honestly, I will. Really. Honestly and truly.

I'll ring you tonight to talk it over.

Lots of love,

Angelica

More words: live within your means, fritter (money) away, take out a mortgage, pay sth off, extortionate, tax rebate

136 REVIEW: WORK AND FINANCE
Unit 49

1. Complete the sentences with suitable verbs.

Improve your time management

If you want to (1) ______ a lot in one day, here's how to do it.
- First of all, (2) ______ your daily tasks, so that important ones are dealt with first.
- As soon as you have your targets for the day, (3) ______ to them.
- Try to (4) ______ any problems; then you are better equipped to deal with them.
- (5) ______ meetings so that they don't interrupt your day too much.
- Always (6) ______ aside time every day for routine tasks such as responding to emails.
- (7) ______ responsibilities so that you don't waste time on trivial things.

AZ: more words: workload, absenteeism, backlog, be up to your eyes in sth, have a lot on your plate, fall behind schedule

Unit 50

1. Cross out the word which is wrong. Write the correct word at the end.

1. It's a delicate situation and the steaks are high ______
2. This legal action could make a precedent ______
3. The union will need to ballot its members before calling a strike ______
4. They are having further talks to try to set the dispute ______
5. The government is planning further privatization of the postal service ______
6. He may get better, but he's inclined to be very lazy ______
7. I was very grateful for the manager's interference in the dispute ______
8. Don't worry; the problem will sort itself off ______

AZ: more words: grievance, go to arbitration, mediate, take the easy way out, even-handed, meddle in with sth

Unit 51

1. Which words are being defined?

1 _______ 
2 _______ 
3 _______ 
4 _______ 
5 _______ 
6 _______ sth 
7 _______ 
8 _______ hate 
9 _______ sth right 
10 _______ your _______ into sth

AZ: more words: aggravating, pester sb, know-all, whine about things, seethe (with anger), drum your fingers
I can describe cause and effect

A Actions and reactions

The road rage thing was all sparked by a trivial incident. The guy behind me kept blowing his horn and it was driving me mad. When we stopped at the lights, my passenger Phil egged me on to have a word with him. I got out, we started arguing, one thing led to another and . . . well, I kicked his car and dented it. He retaliated and kicked mine, and Phil, who is easily provoked, joined in. I realize I overreacted, and I'm shocked at my own behaviour; I think it all boils down to the fact that I haven't been well lately. All I can say is that it was an unfortunate chain of events, that's for sure . . .

Glossary

road rage angry or violent behaviour by one driver towards another driver.
spark sth (off) cause sth to start or develop suddenly.
incident sth that happens, especially sth unusual or unpleasant.
drive sb mad/crazy/insane make sb very angry, crazy, etc.
egg sb on we encourage sb to do sth, especially sb they should not do.
one thing leads to another used to suggest that the way one event leads to another is so obvious that it does not need to be stated.
retali ate do sth harmful to sb because they harmed you first. retaliation n.
provok e sb (into sth) say or do sth that you know will annoy sb so that they react angrily. provocation n.
overreact (to sth) react too strongly to sth, especially sth unpleasant.
sequence / chain of events a number of connected events that happen one after the other. sequence / chain of events.

1 Circle the correct word(s). In some cases, both may be correct.
   1. My neighbour's loud music drives / sparks me crazy.
   2. She attacked me and, stupidly, I retaliated / egged her on.
   3. He was provoked / goaded into a huge argument.
   4. It's very common to overreact / boil down to provocation.
   5. It was a very unfortunate sequence / chain of events, which ended in court.
   6. How exactly did the incident / dent end?
   7. One thing led / went to another, and I found myself the owner of a new car.
   8. Don’t mention her ex-boyfriend; it will only drive / provoke her again.

2 Complete the questions, then write your answers, or ask another student. ABOUT YOU
   1. Have you ever witnessed a road rage incident?
   2. Have you ever kicked something and dented it?
   3. Do you tend to remain calm, or do you overreact in difficult situations?
   4. What kinds of things do you get mad?
B Causes, reasons, and results

A What aroused the police’s suspicions?
B Well, Sims had a clear motive: revenge.
A What was the outcome of the discussion?
B We were eventually coerced into agreeing.
A The flood had a knock-on effect on tourism.
B Yes, it was bound to have repercussions.
A What prompted you to ring Nina?
B No reason – just fancied a chat.
A We’re considering various spin-offs.
B That should generate more income.
A Has the smoking ban come into effect?
B Yes, it’s already made a big difference.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>arouse sth</td>
<td>make sb have a particular feeling or attitude. arouse (sb's) suspicion/curiosity.</td>
</tr>
<tr>
<td>motive</td>
<td>a reason for doing sth.</td>
</tr>
<tr>
<td>outcome</td>
<td>the result of a situation or event (final outcome or end result).</td>
</tr>
<tr>
<td>coerce sb into doing sth</td>
<td>run force sb to do sth. coercion s.</td>
</tr>
<tr>
<td>repercussions</td>
<td>unintended and usually unwelcome results of an action or event. svs consequences.</td>
</tr>
<tr>
<td>prompt sb to do sth</td>
<td>make sb decide to do sth.</td>
</tr>
<tr>
<td>no reason</td>
<td>often used when you do not want to say why you have done sth.</td>
</tr>
<tr>
<td>spin-off</td>
<td>a new product that is based on another that already exists.</td>
</tr>
<tr>
<td>generate sth</td>
<td>produce or create sth (generate income/profit/jobs).</td>
</tr>
<tr>
<td>make a difference</td>
<td>have an effect on sth, usually a good effect.</td>
</tr>
</tbody>
</table>

spotlight effect

If a law or regulation comes into effect, it begins to apply or be used. Knock-on effects cause events to happen one after another in a series. An adverse or detrimental effect is a negative or unpleasant one (or a beneficial effect).

3 Match 1–8 with a–h.

1 We don’t want to feel ________
   a income.
2 The incident aroused ________
   b effect.
3 I believe it will make a big ________
   c spin-offs.
4 The decision had an adverse ________
   d repercussions.
5 The move will have serious ________
   e suspicion.
6 The suspect had a clear ________
   f coerced.
7 The company is planning commercial ________
   g difference.
8 The move generated considerable ________
   h motive.

4 One word is missing in each sentence. What is it, and where does it go?

1 The house took a long time to build, but the end is fantastic. ________
2 What made you ring Robert? – Oh, reason ________
3 The new law came effect at the beginning of June. ________
4 Too much sunlight can have a effect on your skin ________
5 Current levels of deforestation will have long-term. ________
6 I’m not really sure what him to resign so suddenly ________
7 What was the final of the talks in Bali? ________
8 One indirect result or knock-on will be price rises throughout the economy ________
53 I can talk about truth and lies

A A story about lying

I was once economical with the truth on a job application form. I lied about my employment record, talked up my skills, and embellished my previous salary by a few thousand. Oh, and I glossed over one rather unpleasant truth, namely that I’d been sacked from my last job. But trying to sustain the lie at the interview was a nightmare. My interviewer soon detected something was wrong, and a friendly chat deteriorated into an awful interrogation. And after a series of awkward questions, he caught me out. I felt utterly humiliated. Needless to say, I’ve never done it since.

Glossary

be economical with the truth say things that are only partially true (used as a euphemism for ‘lie’; see page 203).
talk sth up describe sth in a way that makes it sound better than it is.
etendish sth make a statement or story more interesting by adding details that are not always true.
gloss over sth deliberately avoid talking about sth unpleasant, or say as little as possible about it.
unpalatable namely unpleasant and hard to accept.
sustain sth make sth continue for some time.
detect sth discover or notice sth, especially sth that is hard to see or hear.
deteriorate become worse.
deterioration n. the process of asking sb a lot of questions, especially in an aggressive way.
catch sb out make sb make a mistake which shows they have been lying.
humiliated feeling ashamed because you have lost the respect of other people.
humiliation n.
necessary to say obviously.

1 Complete the words and circle the stressed syllable.

1 embel... 3 h...m...l...ted 6 unp...t...ble
2 s...n 4 int...og...tion 7 d...ct
5 int...og... 8 n...m

2 Complete the dialogue.

A Did you know that Johnny Savill’s got the sack? Evidently he was, well, let’s just say he was ‘(1)...with the truth’ about a few things.
B Well, I can’t say I’m surprised. When I worked with him he often (2)... things up, especially when our sales were down. And I think he was a bit dishonest – he would (3)... the facts, or (4)... over the things he didn’t want you to know about. And his relationship with Mrs Kilgarriff has really (5)... lately because she was obviously suspicious of him.
A Yeah, evidently he was called in to see her yesterday and she virtually (6)... him, asking him loads of difficult questions, and eventually she (7)... him out. He must have felt really (8)... – he’s a very proud guy. In the end, he just couldn’t (9)... all those lies. Well who could, faced with Mrs Kilgarriff? But (10)... say, I’m not sorry for him. He deserved it.
**Quotes about truth and lies**

- When war is declared, truth is the first casualty.  
  *Arthur Rubanov*

- The most dangerous of all falsehoods is a slightly distorted truth.  
  *C.G. Jung*

- Level with your child by being honest.  
  Nobody spots a phoney quicker than a child.  
  *Mary MacCrone*

- There are only two ways of telling the complete truth:  
  anonymously and posthumously.  
  *Thomas Sowell*

- Tell the truth so as to puzzle and confound your adversaries.  
  *Henry Walke*

- We are never deceived; we deceive ourselves.  
  *Akira Wolfgan van Goggle*

**Spotlight: Types of lie**

A falsehood is a lie. A white lie is a small lie, especially one you tell to avoid hurting someone. A half-truth is a statement which only gives some of the facts. A fib is an unimportant lie.

**Glossary**

- Declare war / a ceasefire: announce the start of war or a ceasefire.
- Casualty: sth that is destroyed or sb who suffers when sth else happens.
- Distort sth: twist or change facts, etc. so that they are no longer true.
- Level with sb: important facts.
- Phoney: not a person who is not honest or sincere. Phoney sb, not.
- Anonymous: in such a way that the speaker’s name is kept secret. Anonymity n.
- Posthumously: after sb has died.
- Puzzle sb: make sb feel confused because they don’t understand sth. Syms baffle, sb.
- Confound sb: sb, confused for, puzzle on, sb.
- Adversary: an enemy or opponent. Trick sb by behaving dishonestly (also deceive yourself) refuse to admit that sth unpleasant is true. Syms delude yourself, deceit n.
- Deceive sb: Syms deception n.

**3** Write the words in the correct column in the table.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>phoney</td>
<td>a white lie</td>
<td>falsehood</td>
</tr>
<tr>
<td>adversary</td>
<td>level with sb</td>
<td>declare sth</td>
</tr>
<tr>
<td>fib</td>
<td>deceit</td>
<td></td>
</tr>
</tbody>
</table>

**4** Complete the dialogues:

1. Did she sign her name on the letter? – No, she sent it _______________.
2. Why did Erich lose his job? – He was a _______________ of the financial cutbacks.
3. He was awarded the medal _______________. – Yes, his widow accepted it on his behalf.
4. I eat loads of vegetables. – That’s a _______________ - truth. They’re all on your pizzas!
5. What’s the latest news? – The rebels have _______________ a ceasefire.
6. Did you understand what she said? – No, I was a _______________ , actually.
7. I’m good enough to win. – You’re just _______________ yourself; you won’t.
8. Was it true what he said? – No, he _______________ the facts. I was very angry.

**5** ABOUT YOU Look at the quotes again. Do you agree with them? Write your answers, or discuss with another student.

Remember to test yourself
### A Problems in general

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>minor</td>
<td>The design is a minor problem.</td>
<td>not important, ov major.</td>
</tr>
<tr>
<td>growing</td>
<td>Obesity is a growing problem.</td>
<td>increasing in size, amount, or degree.</td>
</tr>
<tr>
<td>urgent</td>
<td>Lack of funds is an urgent issue.</td>
<td>requiring immediate action.</td>
</tr>
<tr>
<td>perennial</td>
<td>Noise is a perennial problem.</td>
<td>always existing and not seeming to change.</td>
</tr>
<tr>
<td>insoluble</td>
<td>The problem seems insoluble.</td>
<td>unable to be solved, syn insurmountable.</td>
</tr>
</tbody>
</table>

| V     | Various problems have arisen.                | start to exist, syn occur / come up.         |
| raise sth | I raised the problem of staffing.            | mention sth for people to discuss.           |
| confront sth | There are a number of problems confronting the head teacher. | If problems confront sb, they appear and have to be dealt with by sb, syn face sb. |
| confront sth | She's had to confront the fact that she can no longer walk. | deal with a problem or difficult situation.  |
| address sth | We've got to address the lack of experience in the team. | syn face up to sth.                          |
| get to grips with sth | I'm just beginning to get to grips with my new job. | begin to understand and deal with sth difficult. |
| tackle sth | They must tackle inflation.                  | make a big effort to deal with a problem.    |
| overcome sth | The company had to overcome a number of financial difficulties. | succeed in dealing with a problem that has been preventing you from achieving sth. |
| exacerbate sth | We must be careful not to exacerbate the problem. | make an existing problem worse. syn aggravate sth. |

1. Replace the underlined word with a synonym.
   1. The problem is increasing. 4. Drugs can aggravate the problem.
   2. She's had to confront her fear. 5. It is an insurmountable problem.
   3. When did the problem occur? 6. The problem facing us is huge.

2. Complete the gaps in the dialogues with one word.
   1. Have they aggravated the problem? — Yes, they’ve made it ___________.
   2. Is it an ___________ problem? — No, we can deal with it later.
   3. Have they discussed finance? — Yes, I discussed it at the last meeting.
   4. Has she ___________ her shyness? — Yes, and the difference is amazing.
   5. Have they solved the problem? — No, but they’ve begun to get to ___________ with it.
   6. It’s a ___________ problem, isn’t it? — Yes, it never seems to go away.
   7. Are they ___________ the problem? — Yes, I think they’re making a real effort.
   8. Is it a major problem? — No, it’s just a ___________ matter really.

3. ABOUT YOUR COUNTRY Are these things problems in your country? If so, which adjectives above might describe the problem, and what is being done about them?
   litter on the streets graffiti on walls increasing household waste pollution in town centres parking in town centres vandalism bullying in schools

Remember to test yourself
B Teenage problems and solutions

How parents can deal with teenage problems

1. Teenagers are never satisfied with their appearance and this can dent their self-esteem. Don't make light of these worries even if they seem trivial to you. Explain that others don't notice the details that we notice in ourselves.
2. Some teenagers take failure in their stride, while others let it get them down. Help your teen to keep things in perspective. Explain that everyone has setbacks in life, and reassure them that you're behind them 100 per cent, regardless of what happens.
3. Some teenagers - boys especially - find it difficult to identify and articulate how they feel. Keep channels of communication open at all times and respect their ideas.

Glossary

dent (sb's confidence, reputation, etc.) damage sb's confidence, etc.
self-esteem the way you feel about yourself (high/low self-esteem).
make light of sth treat sth as unimportant.
trivial not important or serious.
take sth in your stride accept and deal with a difficult situation without letting it worry you.
get sb down if sth gets you down it makes you feel sad or depressed.
keep sth in perspective not allow a problem to have too much importance.
setback a problem that delays or prevents progress.
reassure sb say or do sth that makes sb less worried.
trivial give your support to sb/sth.
regardless of sth without being affected or influenced by sth.
articulate sth express your thoughts clearly in words.
channel of communication a system or method for sending or obtaining information.

4. Complete the gaps in the sentences with a single word.

1. His poor exam results have not been good for his self-_________.
2. It's upsetting, but she mustn't let it _________ her _________.
3. She expresses herself very well, she's always been extremely _________.
4. His mother will support him _________ of what he does, because she loves him.
5. Bullying is not a _________ issue, it's a very serious problem.
6. Parents must ensure there is an open _________ of communication with their kids.

5. Complete the conversation with a suitable word or words.

A. Carrie's teacher told her that she isn't good enough to become a doctor, and it has (1) _________ her confidence.
B. I'll bet it has. And Carrie's not good at taking these things in (2) _________, is she?
A. No. And when you're her age, it's difficult to keep things in (3) _________.
B. Yeah. But I'm sure her mother has tried to set her mind (4) _________.
A. Oh yes, she's been right (5) _________ her, and has (6) _________ her that everything is OK.
   She's also tried to make (7) _________ of the teacher's remarks by suggesting that he didn't mean it.
B. Yes, but even so, it must be a real (8) _________ for her. I hope she gets over it quickly.

6. ABOUT YOU Have you experienced any of the teenage problems above, either as a teenager yourself or as a parent? What other problems do teenagers often have, and how should parents respond? Write your answers or talk to another student.

Remember to test yourself
A An old house

...we saw this amazing, dilapidated house, formerly owned by a wealthy family but then abandoned at the end of the century. Some features like the oak staircase are very well preserved, but most of it is pretty run-down and has fallen into decay. It could be a lot of fun renovating it, though. It has old stables, which I'd like to convert into an ultra-modern kitchen. There are also the ruins of a medieval tower I'd love to trace the history of the place... 

Glossary

dilapidated (of a building) old and in very bad condition. svs run-down, ramshackle.
formerly in earlier times, svs previously.
abandon sth leave a place, vehicle, etc. empty without planning to return.
preserve sth keep sth in its original state or in good condition. preservation.
fall into decay/ gradually be destroyed through lack of care.
disrepair
renovate sth repair and decorate an old building, car, etc. svs do sth up or.
stables buildings in which horses are kept.
ultra-modern extremely (modern) (also ultra-cautious).
ruins parts of a building that remain after it has been destroyed. (Remains are parts of objects and buildings that have been discovered recently. Human/animal remains are bones or dead bodies.)
medieval connected with the Middle Ages (= about 1000 to 1450).
trace sth (back) (to sth) find the origin or cause of sth.

1 Cross out the word that is wrong in each sentence. Write the correct word at the end.

1. The company deals in extra-modern, contemporary furniture.
2. The weather has meant that the building is in a poor state of destruction.
3. They discovered the ruins of a dead sheep at the end of the field.
4. She keeps the horses in the stables at night.
5. The war left the whole area on ruins, with countless run-down buildings.
6. Mumbai, formally known as Bombay, has a population of 15 million.

2 Complete the dialogues. More than one word may be correct.

1. The building used to be a prison, didn't it? — No, it was a hospital.
2. Are you going to do the place ________? — Yes, we plan ________ it.
3. It's in a bad state, isn't it? — Yes, it's very ________.
4. It fell into ________ years ago — Yes, it was ________ by the owner.
5. We can restore it to its original condition. — Yes, we should ________ old buildings.
6. It dates from the ________ Ages, I believe. — That's right, it's ________.
7. Why is he using the internet so much? — He wants to ________ his family history.
8. That style's very fashionable just now. — Yes, it's ________ modern.
B Old and new objects

**Brand new** Sasko G5000 mobile phone – cutting-edge technology at its very best.

**Genuine antique** grandfather clock. The 8-day mechanism is in mint condition.

**Innovative** anti-snore device – clips on to sleeper’s nose for a good night’s sleep.

**Reproduction ancient** Egyptian statue of the goddess Bastet.

**Fully reconditioned** exercise bike with original packaging and instructions.

**Up-to-date** guidebook to Korea – second-hand but good as new.

3 Complete the phrases.

1. _______ of date 3. _______ as new 5. brand _______
2. in _______ condition 4. cutting _______ 6. second-_______

4 Complete the sentences.

1. A battery charger is an extremely useful energy-saving _______.
2. It’s a beautifully made, 18th-century _______ clock. At least, I hope it’s genuine!
3. There were earrings like thousands of years ago in _______ Greece, and now they make _______ of them and sell them in tourist shops.
4. We bought a second-hand lawnmower – it was fully _______ , and it was fantastic value.
5. I don’t want a copy of the clock: I want a _______ antique.
6. Shops often sell more goods if they’re displayed in attractive _______.
7. Our small factory _______ antique clocks and we sell them on the internet.
8. They want something really _______ to date, and they’re awarding a prize for the most _______ design.

Remember to test yourself
I can talk about success and failure

A Success

Maximo, your pizza chain's been a resounding success. How did things turn out so well for you? What's the secret of your success?

Well, I had a stroke of luck early on. I hired a talented young chef who was really keen to fulfill his potential, and basically he never put a foot wrong. We had to work together to overcome all the obstacles in our way – we nearly came unstuck when the first restaurant was flooded – but eventually we made it.

You made a big breakthrough after you were on that TV show, didn't you?

Yes, we went from strength to strength after that. Still, you can never relax ...

Glossary

- resounding: very great (a resounding success/defeat/win/victory).
- turn out (well/badly): happen in a particular way, often unexpectedly.
- the secret of (your) success: a way of doing things that has brought success.
- a stroke of luck: an unexpected but important event (a stroke of luck).
- potential: qualities that exist and can be developed (fulfill/realize your potential = use your natural abilities to achieve what you hoped to achieve).
- not put a foot wrong: not make a single mistake.
- overcome sth: succeed in controlling or dealing with a problem.
- obstacle: a situation or event that makes it hard for you to achieve sth. or fail completely.
- in sb/sth's way: come unstuck.
- make it: become successful.
- breakthrough: an important development that may lead to an achievement or agreement (make/achieve a breakthrough).
- go from strength to strength: become more and more successful.

1 Make six phrases using words from the box.

- a resounding success
- turn out (well/badly)
- make it
- go from strength to strength

2 Good or bad? Write G or B.

1 We went from strength to strength.
2 There were obstacles in our way.
3 They came unstuck.
4 She never put a foot wrong.
5 They had a breakthrough.
6 They overcame the obstacles.

3 Complete the sentences.

1 He's very successful, but he's had to _________ various personal problems during his life.
2 I passed my exam. However, I think it was a _________ of luck.
3 The company struggled at first; now they're going from strength _________.
4 You must ask him for the _________ of his success.
5 There's a long way to go, but things have _________ out well so far.
6 The film industry is a tough business, but I believe she has the _________ to go on and make it.

CONCEPTS

Remember to test yourself
B Failure

A Did Don make a go of the business? B No, he was way out of his depth.
A It's a tricky situation to deal with. B Yes, Sue's really up against it.
A I'm afraid the marriage is going downhill. B And it started so well. That's sad.
A So Carla came bottom in the exams. B Yeah, and I only just scraped through. Mum thinks we've let her down.
A That boxer is past it, surely. B Yeah, but he still wants to make a comeback.
A I hear the film was a flop. B Afraid so -- an unmitigated disaster.

Glossary

make a go of sth not make sth succeed, especially a business or marriage.
out of your depth unable to do or understand sth because it is too hard.
tricky difficult to do or deal with (a tricky situation/question/problem).
up against it confronting difficult problems or opposition.
go downhill get worse in quality, health, etc. sy: deteriorate.
come bottom receive the lowest score in an exam. or: come top.
scrape through (an exam) only just succeed in passing an exam.
let sb down make sb disappointed because you haven't behaved well or done what you said you would do.
be past it be too old to do what you used to be able to do.
comeback if a person in public life makes a comeback, they start doing sth again which they had stopped doing.
flop (p) a film, play, book, party, etc. that is not successful. flop v: to/ be complete (used to describe sth bad). sy: absolute.

4 Tick the words or phrases which are informal.
1 Did she make a go of it? _____ 2 The play was a flop _____ 3 She's past it _____ 4 He let me down _____ 5 I'm really up against it _____ 6 That's way too expensive _____

5 Circle the correct word(s). Sometimes both words are correct.
1 Embarrassingly, I got / came bottom in the end-of-year progress tests.
2 He's determined to stay and make / have a go of his marriage.
3 The team started well but they've deteriorated / gone downhill recently.
4 He's away / way too old to be driving.
5 She wants to do / make a political comeback at the next election.
6 The show was an unmitigated / absolute disaster, I didn't know what to do with myself.

6 One word is missing in each speaker's utterance. Where does it go? Write it at the end.
1 I don't like to tell him she's past ______. - Hmm, it's a situation. I don't envy you ______.
2 Any chance he'll make comeback ______. - No, his last film badly ______.
3 Did she top in the public vote ______. - Yes, but she was against it ______.
4 He himself down in the exam ______. - Yes, he only just through ______.
5 Her interview was an unmitigated ______. - Yes, she was way of her depth ______.

Remember to test yourself
57 I can describe the past, present, and future

A Thinking about time

- Time flies when you get older.
- I get depressed from time to time.
- I will go to university in due course.
- It's about time I started a pension.
- At one time I wanted to be a journalist.
- I do everything at the last minute.
- In retrospect, I wish I'd gone to university.
- For the time being I'm happy where I am.
- My parents are a bit behind the times.
- I've become more tolerant over time.
- Elvis Presley was a bit before my time.
- With hindsight I should have worked harder.

Glossary

time flies from time to time

in due course it's about time

at one time do sth at the last minute

time seems to pass very quickly.
sometimes but not regularly.
in the right time and not before.
happened already (notice the past tense).
says it's high time.
in the past but not now.
before sth else happens. says leave sth to till the last minute.

in retrospect thinking now about the past.
only with a different view from the one you had then.
for the time being for a short period of time but not permanently.
behind the times old-fashioned in ideas, ways, etc.
gradually.
before your time before you were born or before you can remember.
with hindsight with the ability to understand a situation only after it has happened (with the benefit of hindsight).

1 Find nine time phrases in the box.

{| at the last | over | in | with | behind | at | retrospect | from | time | for | the time |
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>in due</td>
<td>the times</td>
<td>minute</td>
<td>one</td>
<td>time</td>
<td>course</td>
<td>hindsight</td>
<td>time</td>
<td>being</td>
<td>to</td>
<td>time</td>
</tr>
</tbody>
</table>
### Time words which are similar in meaning

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>during</td>
<td>It rained <strong>during</strong> the day.</td>
<td>at a point within a period of time.</td>
</tr>
<tr>
<td>throughout</td>
<td>It rained <strong>throughout</strong> the day.</td>
<td>continuously within a period of time.</td>
</tr>
<tr>
<td>era</td>
<td>We're living in the nuclear <strong>era</strong>.</td>
<td>a particular period of history.</td>
</tr>
<tr>
<td></td>
<td>When Mandela was released, it was the beginning of a new <strong>era</strong>.</td>
<td>a period of time with a particular quality or character.</td>
</tr>
<tr>
<td>extend sth</td>
<td>They're going to <strong>extend</strong> my visa.</td>
<td>Increase the length of time of sth.</td>
</tr>
<tr>
<td>prolong sth</td>
<td>The drugs will <strong>prolong</strong> her life.</td>
<td>make sth last longer.</td>
</tr>
<tr>
<td>interval</td>
<td>Buses run at regular <strong>intervals</strong>.</td>
<td>a period of time between two events or two parts of sth. e.g. a play.</td>
</tr>
<tr>
<td></td>
<td>There's a fifteen-minute <strong>interval</strong>.</td>
<td>a period of time when sth stops.</td>
</tr>
<tr>
<td></td>
<td>We met again after a ten-year <strong>gap</strong>.</td>
<td>a short period of time when you stop what you are doing and rest.</td>
</tr>
<tr>
<td></td>
<td>I get a <strong>coffee break</strong> and <strong>lunch break</strong> at work.</td>
<td></td>
</tr>
<tr>
<td>spell stage</td>
<td>I did a <strong>spell</strong> of work there.</td>
<td>a short period of time or of a particular activity.</td>
</tr>
<tr>
<td>spell stage</td>
<td>I stopped for water at one <strong>stage</strong>.</td>
<td>a period that forms part of an activity.</td>
</tr>
<tr>
<td>spell stage</td>
<td>It's just a <strong>phase</strong> that most teenagers go through.</td>
<td>a difficult period of time that sth/sth passes through (stage is also possible).</td>
</tr>
<tr>
<td>spell stage</td>
<td>It's an early <strong>stage</strong>/<strong>phase</strong> of the project.</td>
<td>a period of time that forms part of a process or the development of sth.</td>
</tr>
<tr>
<td>pass go by</td>
<td>Two years <strong>passed</strong> / <strong>elapsed</strong> / <strong>went by</strong> before I saw her again.</td>
<td>all the verbs describe the process of time: elapsed and go by are often used with an adverb to describe how time happens.</td>
</tr>
<tr>
<td></td>
<td><strong>Time passed</strong> / <strong>went by</strong> slowly.</td>
<td>quickly (after sth happens).</td>
</tr>
<tr>
<td>soon or</td>
<td>He <strong>soon</strong> realized it was a mistake.</td>
<td>in a short period of time from now.</td>
</tr>
<tr>
<td>shortly</td>
<td>I'll be with you <strong>soon</strong>/<strong>shortly</strong>.</td>
<td>a short period after sb/sth.</td>
</tr>
<tr>
<td>shortly</td>
<td>I left <strong>soon</strong>/<strong>shortly</strong> after lunch.</td>
<td>a short period before sb/sth.</td>
</tr>
</tbody>
</table>

### 4. Circle the correct word(s). Both words may be correct.

1. There's bound to be a **gap / an interval** during the concert.
2. We're off **soon / shortly** but I'll give you a ring tomorrow.
3. Several days **went by / elapsed** before the solicitor rang me again.
4. She had a short **spell / stage** working for an oil company.
5. I woke up twice **during / throughout** the night.
6. She's reached a critical **stage / phase** in her career.
7. The late 70s was the height of the 'punk music' **age / era**.
8. I'm afraid we will have to **curtail / prolong** the meeting until 9.00.

### 5. Complete the text with suitable time words.

I went to university in 1995, and I worked incredibly hard (1) **the time I was there**.
I decided I needed a (2) **after that**, so I travelled round Europe, spending nine months
in France. (3) **the time I was there**, I had a short
(4) **of work teaching English**. It was the most interesting (5) **of my life**.
When I came back, I decided that as we were living in the computer (6) **in IT. It was a terrible mistake**. I (7) **realized I didn't want to sit at a computer all day**, and although the company offered to (8) **my contract**, I decided to quit. So, after a three-year (9) **, I retrained as a teacher, and came to work in Finland. Almost five years have (10) **since I made that decision**.

Remember to test yourself
Review: Concepts

Unit 52

1. Circle the correct word.
   1. An outcome is a cause / result of something.
   2. You can dent a car / book.
   4. Repercussions are usually good / bad.
   5. You provoke a person / an object.
   6. You can generate an income / a loss.
   7. A motive is a design / reason.
   8. A detrimental effect is positive / negative.

   [more words: pressurize sb, lie behind sth, after-effect, domino effect, the upshot, incite, induce]

Unit 53

1. Make words from the jumbled letters. Use the definitions to help you.
   - HAFOLODES: a formal word for a lie.  Falsehood
   - MAHITEDULI: feeling ashamed because you have lost the respect of others.  Embarrassed
   - HENOPY: a person who is not honest or sincere.  Dishonest
   - OGERIINTRAON: the process of asking somebody a lot of difficult questions.  Interview
   - MONYAOXNIUSLA: in such a way that the speaker or writer’s name is kept secret.  Anonymously
   - BESHELIM: make a story more interesting by adding false details.  Fabricate
   - VADRYRESA: a formal word for an enemy or opponent.  Adversary
   - PAUNALATELB: unpleasant and hard to accept.  Unpleasant
   - MEYANL: used to introduce more exact information about a subject.  Add

   [more words: a pack of lies, a tall story, lie through your teeth, true to your word, too good to be true, nothing could be further from the truth]

Unit 54

2. Complete the crossword. The letters in the grey squares spell out another word. What is it?

   [Crossword grid with clues and entered words]

   1. not serious or important
   2. always existing and never seeming to change
   3. occur, come up
   4. deal with a problem or difficult situation
   5. make a big effort to deal with a problem
   6. able to express your thoughts clearly in words
   7. make things worse
   8. make ________ of something = treat something as unimportant
   9. requiring immediate attention

   [more words: predicament, dilemma, in a quandary, be at your wits’ end, teething troubles, grapple]
Unit 55
1 Is the meaning of the words in italics the same or different? Write S or D.
1 The painting is genuine / authentic. ...
2 It's a brand new / an innovative car. ...
3 They want to preserve it / do it up. ...
4 The building is quite dilapidated / ramshackle. ...
5 I collect ancient / antique clocks. ...
6 These shoes are completely / brand new. ...
7 Beijing was previously / formerly called Peking. ...
8 They want to abandon / preserve the place. ...
A/ more words: an old hand, a newcomer, newfangled, new blood, be on its / your last legs, archaic

Unit 56
1 Complete the words in the text.
At 17, Rob Greig was a very successful amateur golfer. Everyone said he had the (1) p__________ to go on and (2) m__________ it in the professional game, so after a (3) r_______ success in the British Open last year, and just three days after his 18th birthday, Rob turned professional. He soon realized how different the professional game was. 'There were experienced players out there ten years older than me, so I knew I was up (4) a__________ it,' said Rob. 'At first it was obvious I was (5) w__________ out of my (6) d__________ and I felt that I was (7) l__________ myself down.' But Rob was determined not to let any (8) o__________ get in his (9) w__________. He kept working at his game to (10) o__________ the weaknesses, and his big (11) b__________ came last year in the Italian Open. He didn't put a foot (12) w__________ in the four rounds and won by three clear shots. Since then he has gone from strength to (13) s__________ , and is now really starting to (14) f__________ his enormous potential.
A/ more words: an overnight success, an out-and-out failure/success, pull sth off, attain sth, backfire, pinnacle

Unit 57
1 Complete the sentences in a suitable way.
1 I got to the station just as the train was leaving! In retrospect, I ...
2 Jack knows it's a major operation, but it could prolong ...
3 We left the cinema shortly ...
4 The children are 5, 12, and 17, so they're at different stages ...
5 He promised he would come and fix the tap, and in due course ...
6 I work weekdays mostly, but from time to time ...
7 The ceremony was very long and we __________ throughout it.
8 He was released from prison after two years, and with hindsight ...
A/ more words: have time to kill, third time lucky, be (living) on borrowed time, once upon a time, nine times out of ten
58 I can use everyday language

A An informal conversation

DAN I thought the do at Coleen’s would be a good laugh, but actually it was a bit of a drag.

TM Yeah, lousy I thought. And asking people to pay twenty quid was a bit of a rip-off. There wasn’t much to eat either, but then Coleen is a bit tight-fisted, isn’t she?

DAN She can be. And who was that vile bloke in the black leather jacket? He was awful.

TM Yeah, he was a pain, wasn’t he? He spent ages moaning about his flatmate, and then when I got up and went to the loo, he pinched my drink.

DAN What a nerve!

Glossary (all these items are informal)

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>a friendly informal meeting or party. syv get-together.</td>
</tr>
<tr>
<td>a (good) laugh</td>
<td>an enjoyable experience.</td>
</tr>
<tr>
<td>a (bit of) a drag</td>
<td>a boring or annoying occasion or situation.</td>
</tr>
<tr>
<td>lousy</td>
<td>bad, unpleasant, or of poor quality (a lousy film, lousy weather)</td>
</tr>
<tr>
<td>quid</td>
<td>a pound (£) in money (a quid is not £1).</td>
</tr>
<tr>
<td>rip-off</td>
<td>a thing that is not worth what you pay for it. rip off.</td>
</tr>
<tr>
<td>tight-fisted</td>
<td>not generous with money. syv tight, stingy.</td>
</tr>
<tr>
<td>vile</td>
<td>very bad or unpleasant (a vile smell). syv disgusting, a man. syv guy.</td>
</tr>
<tr>
<td>bloke</td>
<td>an annoying person or situation. syv a pain in the neck.</td>
</tr>
<tr>
<td>a (real) pain</td>
<td>complain (about sth) in a way that annoys people.</td>
</tr>
<tr>
<td>moan</td>
<td>steal sth. syv nick sth. used to say you think sb’s behaviour is rude or inappropriate. syv What a cheek!</td>
</tr>
<tr>
<td>(about sth)</td>
<td>complain (about sth) in a way that annoys people.</td>
</tr>
<tr>
<td>loo</td>
<td>PINCH STH</td>
</tr>
</tbody>
</table>

1 Replace the underlined word(s) with an informal equivalent.

1 It was a man in the street.  
2 Who stole your pen?  
3 He’s always complaining.  
4 What a horrible smell.  

5 He is so mean.  
6 It was ten pounds.  
7 The film was terrible.  
8 He’s gone to the toilet.

2 Complete the dialogues with a single word.

1 Is he very annoying?  
2 Was the party enjoyable?  
3 Did the company overcharge you?  
4 Was the trip boring?  
5 What a  
6 Are they having a do at the office?  

~ Yes, he’s a real  
~ Yes, it was a good  
~ Yeah, it was a  
~ Yes, it was a bit of a  
~ Yeah, it was incredibly rude, wasn’t it?  
~ Yeah, just an informal  

Remember to test yourself
B  Common informal words in spoken English

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>darling/love</td>
<td><strong>Darling,</strong> have we got any eggs?</td>
<td>used to address sb you love, and by some people in shops as a friendly way of addressing customers, particularly women.</td>
</tr>
<tr>
<td>broke</td>
<td>I'm completely broke.</td>
<td>not having any money.</td>
</tr>
<tr>
<td>starving</td>
<td>What's for lunch? I'm starving</td>
<td>very hungry. <strong>syn</strong> dying for sth to eat.</td>
</tr>
<tr>
<td>kip</td>
<td>I might have a kip after lunch.</td>
<td>a short sleep.</td>
</tr>
<tr>
<td>posh</td>
<td>They stayed in a very posh hotel.</td>
<td>elegant and expensive.</td>
</tr>
<tr>
<td>nosy (also nosy)</td>
<td>I'm careful what I say to Cath; she's very nosy.</td>
<td>uncomfortable interested in things that don’t concern you.</td>
</tr>
<tr>
<td>bug</td>
<td>She picked up a bug on holiday.</td>
<td>an infectious illness.</td>
</tr>
<tr>
<td>be into sth</td>
<td>They're both into extreme sports.</td>
<td>be very interested in sth as a hobby.</td>
</tr>
<tr>
<td>hammer sb</td>
<td>Our team got absolutely hammered yesterday.</td>
<td>we lost 5–1.</td>
</tr>
<tr>
<td>con sb</td>
<td>I think that builder conned us.</td>
<td>deceive and trick sb, especially in order to get money from them.</td>
</tr>
<tr>
<td>flak</td>
<td>He's taken a lot of flak over this issue.</td>
<td>criticism. <strong>syn</strong> stick.</td>
</tr>
<tr>
<td>daft</td>
<td>It was rather a daft thing to say.</td>
<td>silly (sometimes in an amusing way).</td>
</tr>
<tr>
<td>ta</td>
<td>Here's your change. ~ Ta.</td>
<td>thanks. <strong>syn</strong> cheers.</td>
</tr>
<tr>
<td>dodgy</td>
<td>His idea sounds a bit dodgy.</td>
<td>causing suspicion: possibly dishonest.</td>
</tr>
<tr>
<td>laid-back</td>
<td>He's very laid-back.</td>
<td>calm and relaxed. <strong>syn</strong> easy-going.</td>
</tr>
<tr>
<td>racket</td>
<td>What a terrible racket!</td>
<td>a large amount of noise. <strong>syn</strong> din.</td>
</tr>
</tbody>
</table>

3 Write one word to describe the topic of conversation in each sentence.

1. He's got a bug. ____________
2. What a racket next door! ____________
3. I need a kip. ____________
4. She's broke at the moment. ____________
5. I'm starving. ____________
6. Will he get much stick for this? ____________

4 Replace one informal word with an equivalent informal word or phrase.

1. Here's your coffee. ~ Cheers. ____________
2. What's that din? ____________
3. I got a lot of stick for what I did. ____________
4. When's dinner? I'm starving. ____________
5. Do you need the car, love? ____________
6. We were thrashed yesterday. ____________

5 Complete the dialogues with a suitable informal word.

1. Do you want to go out this evening? ~ I can't afford to ~ I'm ____________.
2. What a stupid comment. ~ Yes, it was a bit ____________.
3. Is he fairly easy-going? ~ Oh yes, very ____________.
4. This is none of her business. ~ Well, tell her not to be so ____________.
5. Are you still feeling tired? ~ Yes, I think I'll go and have a ____________.
6. Did he really need money for the bus? ~ No, I think he ____________ us.
7. He's a rather suspicious-looking bloke. ~ Yes, he looks a bit ____________.
8. I didn't know she was ill. ~ Yes, she picked up a ____________ in Crete.
9. Do they go to the beach a lot? ~ Yes, they're both ____________ surfing.
10. Their house looks very expensive. ~ Yes, it's a very ____________ place.
59 I can use idioms and set phrases (1)

A Discussing problems

A I'm having a hard time with this German course. New words seem to go in one ear and out the other. And when I want to say something, my mind goes a complete blank.
B Well, it takes time to learn a language, but you'll get there in the end.
A Yeah, it's no good moaning about it. Maybe I could do with some extra lessons.
B That's a possibility. Do you have anyone in mind?
A No, not off the top of my head, no.
B Well, your best bet is to talk to your teacher. She may know someone who could do it.

Glossary

If sth goes in one ear and out of the other, you forget it very quickly. = suddenly I cannot remember sth.
get there be successful (get somewhere = make progress; get nowhere = make no progress).

It's no good + -ing

used to say that it is not useful doing sth. (sys there's no point in doing sth.
no use + -ing.

I (you/he, etc.) need sth.
be thinking of sth for a particular purpose.
off the top of my head.
without thinking about sth carefully.
your best bet (is to...)
used when advising sb what to do. Sys the best thing (to do is...) .

spotlight  Idioms and set phrases

An idiom is a group of words whose overall meaning is different from the meanings of the individual words, e.g. under the weather (slightly ill). Idioms are commonly used in informal English.
A set phrase is a group of words which function as a complete unit, e.g. sorry to keep you waiting. The meaning may be easy to understand, but the same idea might be expressed differently in your own language.

1 One word is missing. Where does it go? Write it at the end.

1 It's no worrying about it. _________ 4 Marty could with some help _________
2 That's just off the of my head. _________ 5 My went a complete blank. _________
3 It goes in one and out the other. _________ 6 I think he's feeling under weather _________

2 Complete the idiom or set phrase in each dialogue.

1 We need someone for the extra work. Is true. Do you have anyone in _________ ?
2 What shall I do? Off the top of my _________ , I'm not sure.
3 Did she ask you a question? Yes, my mind went a complete _________ .
4 What shall we do? Your best _________ is to ring the station.
5 They're making very slow progress. Yes, but they'll _________ eventually.
6 Has Marc gone to bed? Yes, he was feeling a bit under the _________ .
7 Didn't we say we'd meet at 4 o'clock? Yes, I'm sorry to _________ .
8 Can you remember the instructions? No, they went in one ear _________ .

3 ABOUT YOUR LANGUAGE How would you translate these idioms and set phrases into your own language? Write a translation, or talk to someone who speaks your language.
**B Idiomatic responses**

<table>
<thead>
<tr>
<th>Idiom or set phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Bob's coming, isn't he?</td>
<td>used to say you don't expect sth to happen even though sb said it would.</td>
</tr>
<tr>
<td>B Don't hold your breath.</td>
<td></td>
</tr>
<tr>
<td>A Are they sure to win the election?</td>
<td>used to say that sth is a result that is certain to happen.</td>
</tr>
<tr>
<td>B Yeah, it's a foregone conclusion.</td>
<td></td>
</tr>
<tr>
<td>A Are you going to the party?</td>
<td>used to emphasize that you are keen to do sth.</td>
</tr>
<tr>
<td>B You bet.</td>
<td></td>
</tr>
<tr>
<td>A It's very cold today.</td>
<td>used to agree completely with what sb has just said.</td>
</tr>
<tr>
<td>B You can say that again.</td>
<td></td>
</tr>
<tr>
<td>A Have you got Saturday off?</td>
<td>used to express your disappointment that sth is not going to happen.</td>
</tr>
<tr>
<td>B No such luck. I'm afraid.</td>
<td></td>
</tr>
<tr>
<td>A Sai said she's too busy to help us.</td>
<td>used ironically to say you don't believe what sb has told you.</td>
</tr>
<tr>
<td>B A likely story.</td>
<td></td>
</tr>
<tr>
<td>A Where's Pussy?</td>
<td>used to say you don't know sth. <strong>SYN</strong> Don't ask me. Your guess is as good as mine.</td>
</tr>
<tr>
<td>B I haven't the faintest idea.</td>
<td></td>
</tr>
<tr>
<td>A You look very stressed.</td>
<td>used to say you have had a hard day.</td>
</tr>
<tr>
<td>B Yes, it's been one of those days.</td>
<td></td>
</tr>
<tr>
<td>A Shall I apply for that job?</td>
<td>used to say there is no reason for sb not to do sth.</td>
</tr>
<tr>
<td>B You've got nothing to lose.</td>
<td></td>
</tr>
<tr>
<td>A Rani's going out with a film star.</td>
<td>used to say that you think sth cannot be true and must be a joke. <strong>SYN</strong> You're joking. You can't be serious.</td>
</tr>
<tr>
<td>B You're kidding.</td>
<td></td>
</tr>
<tr>
<td>A I hurt my toe, then I burnt my hand.</td>
<td>used when several unpleasant or unfortunate things happen on the same day.</td>
</tr>
<tr>
<td>B Oh deat, it's not your day, is it?</td>
<td></td>
</tr>
<tr>
<td>A Can we go in if we're not members?</td>
<td>used to say that sth is not at all possible or not allowed. <strong>SYN</strong> no chance.</td>
</tr>
<tr>
<td>B No way.</td>
<td></td>
</tr>
</tbody>
</table>

4 Circle the correct word/phrase.

1. A likely story is one that you think is probably true / false.
2. If you reply Don’t ask me, it means you don't know the answer / don't want to answer.
3. If you say You're kidding, you think the other person is being / not being serious.
4. No way means it's not practical / possible.
5. I haven't the faintest idea means I don't care / I don't know.
6. Don't hold your breath means you expect / don't expect something to happen.

5 Complete a suitable idiom in response to these statements or questions.

1. I've just won the lottery! – You
2. Could I borrow your Dad's car? – No
3. Why did they leave so early? – No idea. Your guess
4. Has it been busy in the office today? – Yes, it’s been
5. Are you going to the wedding? – Yes, you
6. Do you think they’ll win? – Definitely. It’s a
7. I won some money. Did you? – No such
8. Shall we enter for the competition? – Why not? We've got nothing
9. It’s hot in here, isn’t it? – Yes, you can
10. My car broke down this morning, and a tooth fell out this afternoon. – It's not
60 I can use idioms and set phrases (2)  Do Unit 59 first

A Commenting on a situation 🎧

Some idioms and set phrases are commonly used to express an opinion about a situation.

We can borrow money if need be, but it's a last resort.

She wouldn't admit her mistake because she didn't want to lose face.

She's trying her best, but I think she's fighting a losing battle.

I've got a new computer, and finally it's more trouble than it's worth.

I think my nephew will do well as long as he keeps his feet on the ground.

You can eat what you like and drinks are free. Sounds too good to be true, doesn't it?

He's got his own flat, but his mum still cooks for him — he's got the best of both worlds.

She's always terribly serious. I think she needs to let her hair down a bit.

The trouble with Ralf is that — most of the time — he lives in a world of his own.

Glossary

<table>
<thead>
<tr>
<th>a last/final resort</th>
<th>an action you will take if there is no other option (as a last resort SYN if all else fails).</th>
</tr>
</thead>
<tbody>
<tr>
<td>it's more trouble than it's worth</td>
<td>used to say the disadvantages of sth are greater than the advantages.</td>
</tr>
<tr>
<td>the best of both worlds</td>
<td>a situation in which you have the advantages of two things without any disadvantages.</td>
</tr>
<tr>
<td>lose face</td>
<td>look stupid or be less respected because of sth you have done.</td>
</tr>
<tr>
<td>keep your feet on the ground</td>
<td>remain sensible and realistic about sth.</td>
</tr>
<tr>
<td>let your hair down</td>
<td>relax and enjoy yourself.</td>
</tr>
<tr>
<td>fight a losing battle</td>
<td>try to do sth that will almost certainly fail.</td>
</tr>
<tr>
<td>too good to be true</td>
<td>used to express doubts about a surprisingly good situation.</td>
</tr>
<tr>
<td>live/be in a world of your own</td>
<td>spend your time imagining things, and not be aware of things around you.</td>
</tr>
</tbody>
</table>

1 Cover the text and glossary, then complete these set phrases and idioms.

1 let your hair  
2 if all else  
3 fight a losing  
4 it's more trouble than it's  
5 too good to be  
6 live in a world  
7 the best of both  
8 keep your feet on the  

2 Complete each dialogue with a suitable set phrase or idiom.

1 Is Karen a bit of a dreamer? — Yes, she lives in .
2 You don't want to use your savings? — No, that's a last .
3 He thinks he can achieve anything. — Yes, he needs to .
4 So you may have to sell your car. — Yes, if all .
5 Did he try to cover up his mistake? — Yes, he didn't want to .
6 You mean everything is free? — Yes, it sounds too .
7 She looks as if she's enjoying herself! — Yes, she's really .
8 It's near the sea but close to the city. — Great, so you've got .

3 ABOUT YOUR LANGUAGE How would you translate these idioms into your own language? Write your answers, or talk to someone who speaks your language.
B Adding tone and emphasis

Some idioms and set phrases add extra politeness or emphasis, or prepare the listener for what you are going to say, or give a more personal interpretation of the message.

<table>
<thead>
<tr>
<th>Idiom or set phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know if they're married, by any chance?</td>
<td>used to add politeness to a question (also: Do you happen to know if they're married?).</td>
</tr>
<tr>
<td>If you don't mind my/me asking, how much did it cost?</td>
<td>used before a question which you think may be sensitive.</td>
</tr>
<tr>
<td>We'd like to see you, but the thing is, we don't know what time we'll get there.</td>
<td>used to introduce an explanation, and often one that suggests there is a problem.</td>
</tr>
<tr>
<td>I think the film is every bit as good as his last one.</td>
<td>used to emphasize the comparative: equally good, bad, interesting, etc.</td>
</tr>
<tr>
<td>I may get the job – you never know.</td>
<td>used to say that you can never be certain about future events, so anything is possible.</td>
</tr>
<tr>
<td>Guess what! Ed and Sue are getting married.</td>
<td>used before giving sb surprising or exciting news.</td>
</tr>
<tr>
<td>He doesn't look rich, but believe it or not, he owns a castle in Bavaria.</td>
<td>used to introduce information which is true but surprising.</td>
</tr>
<tr>
<td>He's been working since 7 o'clock this morning, so no wonder he's tired.</td>
<td>used to emphasize the fact that sth is not surprising.</td>
</tr>
<tr>
<td>Where on earth did you get those boots?</td>
<td>used after wh- questions to indicate surprise, and sometimes annoyance, about sth.</td>
</tr>
<tr>
<td>I would say, all things being equal, that women are better communicators than men.</td>
<td>used to say that sth is true if there are no other factors affecting it.</td>
</tr>
<tr>
<td>The room is empty but, for some reason, we're not allowed to use it.</td>
<td>used to say, often with slight annoyance, that you don't know the reason or don't understand it.</td>
</tr>
<tr>
<td>I have to admit, he's very good at his job.</td>
<td>used to agree reluctantly that sth is true.</td>
</tr>
</tbody>
</table>

4 Complete the idiom or set phrase in each sentence.
1. __________, what! I've got a new job.
2. I don't think he has the ability to do it, but you never __________.  
3. What on __________ are you doing here?
4. I made a special trip to the post office, but for __________ reason, they closed early.
5. I have to __________, France are a good team – even though I'm English!
6. He won all his matches, so no __________ he's delighted.
7. All things being __________, I think we'll lose.
8. We went trekking in the desert and, __________ it or not, it started raining!

5 Add a suitable idiom or set phrase to these sentences. Put an arrow to show where it goes.
1. Do you know if it's open?
2. How old are you?
3. She looks about 20, but she's only 13. __________
4. He's been very ill, so he looks thin. __________
5. I'm hoping to go, but I've got a meeting on the same day. __________
6. There are many exceptions, but I think men are better cooks than women. __________
7. The book is as violent as all his others. __________
8. It was a beautiful day, but the beach was deserted; I can't think why. __________

Remember to test yourself  
SPOKEN ENGLISH  157
## I can use set phrases with two key words

These set phrases consist of two words belonging to the same grammatical category, joined by and, or, and to. The word order is fixed, i.e. back and forth, not forth and back. Many are made up of synonyms or opposites.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve been going back and forth all day.</td>
<td>from one place to another and then back again, many times.</td>
</tr>
<tr>
<td>First and foremost we need a plan.</td>
<td>more than anything else.</td>
</tr>
<tr>
<td>I thought long and hard before taking the job.</td>
<td>for a long time.</td>
</tr>
<tr>
<td>They’ll be here sooner or later.</td>
<td>at some time in the future.</td>
</tr>
<tr>
<td>You’re wearing your jumper back to front.</td>
<td>with the back where the front should be.</td>
</tr>
<tr>
<td>I enjoy the hustle and bustle of city life.</td>
<td>busy and noisy activity.</td>
</tr>
<tr>
<td>I learnt how to use a computer by trial and error.</td>
<td>a process of trying to solve a problem in different ways until you are successful.</td>
</tr>
<tr>
<td>What are our aims and objectives?</td>
<td>things you want to achieve.</td>
</tr>
<tr>
<td>That’s against the rules and regulations.</td>
<td>rules.</td>
</tr>
<tr>
<td>Who is responsible for law and order?</td>
<td>safe and peaceful conditions in society when people obey the law.</td>
</tr>
<tr>
<td>Max was very bright and cheerful today.</td>
<td>happy and lively.</td>
</tr>
<tr>
<td>The children got home safe and sound.</td>
<td>safely: not harmed, damaged, lost, etc.</td>
</tr>
<tr>
<td>I’m sick and tired of this weather.</td>
<td>bored with or annoyed about sth, and wanting it to stop. syn fed up with sth.</td>
</tr>
<tr>
<td>He badly needs a job, so he can’t really afford to pick and choose.</td>
<td>choose only those things that you like or want.</td>
</tr>
<tr>
<td>They were pushing and shoving behind us.</td>
<td>shove: push in a rough way.</td>
</tr>
</tbody>
</table>

## Write eight set phrases using words from the box.

- push
- pick
- rules
- back
- first
- long
- sooner
- choose
- tired
- front
- sick
- regulations
- foremost
- later
- hard
- shove

**Spotlight: bribery and corruption**

Bribery is the offering of money or another incentive to sb to persuade them to take part in an activity, usually something dishonest. **bribe** sb v. Corruption is illegal or dishonest behaviour, especially on the part of sb in power. **corrupt** v. The two words are often used together. There are still allegations of bribery and corruption in the police force.

## Complete the set phrase in each sentence.

1. I saw Joelle earlier. She’s very bright and ___________ today.
2. There’s no law and ___________ in the place: just bribery and ___________ everywhere.
3. They said 4 o’clock, so they should be here sooner or ___________.
4. First and ___________, we have got to establish our aims and ___________.
5. I used to love the hustle and ___________ of city life, but I’m sick and ___________ of it now.
6. I didn’t have the instructions, so I just worked it out by trial and ___________.
7. It was a terrible flight, but we finally got here safe and ___________.
8. I’m moving stuff from Pete’s flat to my flat, and I’ve been back and ___________ all day.
### 62 I can use similes 🥇

We form most similes with as + adjective + as + noun, and some with verb or noun + like + noun. Similes with as emphasize the meaning of the adjective. (Note that the first as is often omitted.)

<table>
<thead>
<tr>
<th>Key word</th>
<th>Simile</th>
<th>Key word</th>
<th>Simile</th>
</tr>
</thead>
<tbody>
<tr>
<td>gold</td>
<td>The kids were as good as gold today. = well behaved</td>
<td>sheet</td>
<td>Ken went as white as a sheet. = white with fear or illness</td>
</tr>
<tr>
<td>feather</td>
<td>I picked up the little girl – she was as light as a feather.</td>
<td>beetroot</td>
<td>Sally went as red as a beetroot. = very embarrassed</td>
</tr>
<tr>
<td>bat</td>
<td>I'm afraid I'm blind as a bat. (used humorously)</td>
<td>bone</td>
<td>The ground is as dry as a bone at the moment.</td>
</tr>
<tr>
<td>post</td>
<td>My father is deaf as a post. (used humorously)</td>
<td>cake</td>
<td>The new model is selling like hot cakes. = selling very quickly or in large numbers</td>
</tr>
<tr>
<td>ox</td>
<td>John will carry it – he's as strong as an ox.</td>
<td>log</td>
<td>I slept like a log last night. = slept very well</td>
</tr>
<tr>
<td>rake</td>
<td>My sister's as thin as a rake.</td>
<td>dream</td>
<td>The plan worked like a dream. = was very successful</td>
</tr>
<tr>
<td>mouse</td>
<td>The baby's been as quiet as a mouse.</td>
<td>sieve</td>
<td>Sometimes I've got a mind like a sieve. = a bad memory</td>
</tr>
</tbody>
</table>

1. Complete the similes.

   1. He's been as quiet as a ____________________________ .
   2. I'm sure this new computer game will sell like hot ____________________________ .
   3. We badly need rain because the garden is as dry as a ____________________________ .
   4. When I picked her up she was as light as a ____________________________ .
   5. My father always sleeps like a ____________________________ .
   6. She can't remember what she did with it; she's got a mind like a ____________________________ .
   7. My builder is as strong as an ____________________________ .
   8. I fitted a new ink cartridge and the printer's working like a ____________________________ now.

2. Choose a suitable simile to describe these people and things.

   1. My grandfather can't hear a thing. ____________________________
   2. My grandmother can't see a thing. ____________________________
   3. My girlfriend needs to put on weight. ____________________________
   4. The plan was very successful. ____________________________
   5. She looked horrified. ____________________________
   6. The children behaved very well. ____________________________
   7. She was very embarrassed. ____________________________
   8. He often forgets things. ____________________________

Remember to test yourself
I can use a range of phrasal verbs

A Phrasal verbs with more formal equivalents

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>More formal equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you talk someone into doing something,</td>
<td>you persuade them to do it.</td>
</tr>
<tr>
<td>If you talk someone out of doing something,</td>
<td>you dissuade them from doing it.</td>
</tr>
<tr>
<td>If you bring a topic up in a conversation,</td>
<td>you raise the topic.</td>
</tr>
<tr>
<td>If you get your ideas across to someone,</td>
<td>you communicate with them clearly.</td>
</tr>
<tr>
<td>If you butt in on a conversation,</td>
<td>you interrupt a conversation.</td>
</tr>
<tr>
<td>If someone drags out a discussion,</td>
<td>they prolong it (= make it longer than necessary).</td>
</tr>
<tr>
<td>If you own up to something,</td>
<td>you confess to it (= admit you did it wrong).</td>
</tr>
<tr>
<td>If someone goes on at you,</td>
<td>they criticize you for sth you have done.</td>
</tr>
<tr>
<td>If you hit back at someone who has criticized you,</td>
<td>you retaliate (against them).</td>
</tr>
<tr>
<td>If the government does away with a tax,</td>
<td>it abolishes it.</td>
</tr>
<tr>
<td>If you call off a meeting,</td>
<td>you cancel it.</td>
</tr>
<tr>
<td>If you make up for something,</td>
<td>you compensate for it (= do sth good to balance the bad effects of it).</td>
</tr>
<tr>
<td>If someone makes out that they're rich,</td>
<td>they claim that they are rich (= say that they are rich even though it may not be true).</td>
</tr>
<tr>
<td>If you are taken in by someone's charm,</td>
<td>you are deceived by it.</td>
</tr>
<tr>
<td>If you have a row with someone and then make it up with them,</td>
<td>you are reconciled with them (= become friends with them after a disagreement).</td>
</tr>
<tr>
<td>If you take a machine apart,</td>
<td>you dismantle it (also take it to pieces).</td>
</tr>
</tbody>
</table>

1 Find a verb in the text below with the same meaning as these verbs.

- called it off
- make it out
- get across
- went on at
- brought in
- drag out
- hit back at

Memo to Alex Parker

I'm afraid I've had a problem with Adam Lewis at SBP. I organized a meeting with him, but he cancelled it at the last minute. He did the same this week, so I decided to raise the issue with him. I tried to explain politely that we couldn't carry on like this, but he interrupted continually and I wasn't able to communicate my message clearly. He even tried to claim that I'd been late for meetings myself (which was completely untrue), and he criticized me for other things too. Anyway, I didn't want to prolong the discussion, as I knew I might retaliate; so in the end I left it.

2 Rewrite the sentences using the word in capitals at the end as part of a phrasal verb.

1 I never expected him to confess to the crime. UP
2 Nothing can compensate for the loss of earnings. MAKE
3 She tried to dissuade me from giving up my job. OUT
4 Do you think they'll ever abolish the monarchy? DO
5 He isn't easily deceived. IN
6 Try and persuade him to come. INTO
7 Did they dismantle the shed? TAKE
8 Have they made friends again? UP
**B Phrasal verbs in context**

I bumped into Sue in town last week and she was asking after you. We arranged to meet for dinner last night, but she didn't show up. I guess something must've cropped up...

My brother's brilliant at picking up languages; he can get by in German, Italian, and Swedish, whereas with me, it takes ages for things to sink in. But I started learning Spanish last year - I've really stuck at it and I feel I'm getting somewhere now.

I was aching all over and I realized I must be going down with the flu. I was hoping to shake it off with painkillers, but once the effects wore off, I felt dreadful. I was in bed for days and even missed out on my best friend's wedding.

**Glossary**

- **bump into sb** meet sb by chance.
- **ask sb after sb** ask sb how sb else is, or what they are doing.
- **show up** arrive where you have arranged to meet sb.
- **crop up** happen unexpectedly, come up.
- **go down with sth** become sick or ill with sth.
- **shake sth off** get rid of sth, such as an illness or a problem.
- **wear off** (of a pain, a feeling, or an effect) gradually disappear or stop.
- **miss out on sth** miss an opportunity to do or have sth.
- **pick sth up** learn a new skill easily and without effort.
- **get by** If you get by in a language, you can speak at a basic level.

**Phrasal verbs: meanings and forms.**

Many phrasal verbs have more than one meaning and construction, e.g. **pick up** and **pick sb/sth up**.

Sales have **picked up** (= improved).

The wind **picked up** (= got stronger).

She **picked me up** (= collected me in her car).

This radio can't pick up the World Service (= receive an electronic signal).

You can also pick up (= acquire) an illness or a bad habit.

---

3 **Correct any mistakes in the sentences. Be careful:** some sentences are correct.

1. She's fluent in Russian, and she can go by in Hungarian too.
2. I meant to ring him, but something cropped out and it slipped my mind.
3. You'll only make progress if you really stick at your studies.
4. My life is so dull. I always have the feeling I'm missing out of something.
5. Did you bump in her or had you arranged to meet?
6. I think she's very fond of you; she always asks after you when I see her.

4 **Replace the underlined verbs with a phrasal verb with the same meaning.**

1. After three hours, he arrived without a word of apology.
2. You can't use your mobile in the mountains - it's impossible to receive a signal.
3. I just can't get rid of the feeling that someone is watching me.
4. He had to say it several times before the news was completely understood.
5. It's not that easy to acquire a language just by living in the country.
6. All the people I work with seem to have caught the flu.
7. Once I'd had the injection, the pain started to gradually disappear.
8. As the breeze started to get stronger, we set off for the cottage.

Remember to test yourself
I'm not very keen on the flat, or the area. Mind you, it's better than my last place. Incidentally, do you know how Marek's getting on in his new flat?

Simon:
The company is likely to move its headquarters to Brussels. As for Deborah, she'll probably have to get a job with another insurance firm.

Tanya:
Yes, or alternatively, she could stay with the company in the U.K., but in a different branch.

ASMA:
Do you think you'll go back to the same hotel?

Brad:
Well, as a matter of fact we were a bit disappointed the last time we were there. By and large the staff were still very nice, but the food has really gone downhill.

Tanya:
I don't think Alistair should apply for the job in Munich. He doesn't have that much experience, and in any case, he doesn't speak German.

Simon:
I may get the bus, or take a taxi if necessary. At any rate, I'll be there on time, so don't worry. And as I was saying, if you would like me to bring anything, just let me know.

Glossary:
- **mind you**: used to add a further comment which is usually a contrast or a surprise, but can also be an explanation. Syn: still.
- **incidentally**: used to change the conversation to a different topic. Syn: by the way.
- **as for**: used to start talking about sb or sth new that is connected with what you were talking about before.
- **alternatively**: used to introduce an idea that is a second choice or possibility.
- **it's true**: used to agree with an idea made by the previous speaker (but often before disagreeing). Syn: I agree.
- **even so**: used to introduce a counter-argument or return to one the speaker has already made. Syns: all the same, nevertheless.
- **as a matter of fact**: used to say what you really think, or to introduce information which is not what the listener expects to hear, Syn: actually, to be honest, to tell you the truth.
- **by and large**: used to introduce a generalization, Syn: to a large extent on the whole, broadly speaking.
- **in any case**: used to introduce an additional point and one that is often conclusive or the most important. Syn: besides, anyway.
- **at any rate**: used to say that sth is true or sth will happen in spite of other things mentioned. Syn: anyway, anyhow.
- **as I was saying**: used to return the conversation to sth you said earlier.

**Spotlight:** **anyway**

In spoken English, **anyway** can mean **in any case** (see above) or **at any rate** (see above), but it is commonly used to change the topic of conversation:

Yes, next year could be a difficult time. **Anyway**, let's not worry about that now. What would you like to eat?
1. Complete the phrases with words from the box to form ten discourse markers.

<table>
<thead>
<tr>
<th>case</th>
<th>extent</th>
<th>honest</th>
<th>you</th>
<th>rate</th>
<th>speaking</th>
<th>fact</th>
<th>so</th>
<th>same</th>
<th>whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>mind</td>
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<td>on the</td>
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<td>broadly</td>
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<tr>
<td>as a matter of</td>
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<td>on the</td>
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<td>in any</td>
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<td>all the</td>
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</tbody>
</table>

2. Correct the error in the discourse marker in each sentence.

1. Broad speaking, it was very interesting. _____________
2. We had a fantastic time. All same, I was glad to get home. _____________
3. We can take the bags, or alternative leave them here. _____________
4. I don't like the sea because the water is dirty. In every case, I can't swim very well. _____________
5. To say you the truth, I didn't like it very much. _____________
6. The restaurant's great, but as I was telling, it's not good for kids. _____________

3. Replace the underlined word/phrase with a different word/phrase that has the same meaning.

1. I think he was from the Czech Republic. By the way, what was his name again? _____________
2. The film has had great reviews, but to tell you the truth, I didn't like it _____________
3. To a large extent, you can get by without speaking the language. _____________
4. I was disappointed with broadband. Still, it's faster than it was before. _____________
5. We can't give Mike a lift – he lives miles away. And in any case, the car's full. _____________
6. I agree some of the definitions could be shorter. Nevertheless, it's a good dictionary. _____________
7. I may find out the results this Wednesday, or I may have to wait until the weekend. _____________
8. At any rate, I'll phone you as soon as I know. OK? _____________
9. It's a lovely gallery, but as a matter of fact, we were only there for an hour. _____________

4. Complete the sentences and dialogues with suitable discourse markers from the box.

<table>
<thead>
<tr>
<th>by the way</th>
<th>alternatively</th>
<th>to be honest</th>
<th>as for</th>
<th>by and large</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

1. I read that public transport was very cheap, but _____________, I thought it was quite expensive.
2. We might go to a camping site, _____________, we could just stay in a B & B each night.
3. _____________, a lot of people drop litter, which is anti-social _____________, you can't start sending people to prison for that kind of offence.
4. It wasn’t a great place to stay. _____________, it didn’t cost a lot.
5. _____________, I've packed lots of jumpers so I'm prepared for the cold weather.
6. Good, you'll need them _____________. What time does the plane take off?
7. I’ve been told there's a very good Chinese restaurant in the main square ____________, somewhere to stay, I'm afraid I can't help you.
8. You won't want to climb that hill – it's very steep. And ____________, it's too far away.
9. It can be cold in winter, but ____________, it doesn't snow much.

5. ABOUT YOUR LANGUAGE Look at the texts on page 162 and try to translate the discourse markers into your own language. Remember it is spoken language.
65 I can use vague language

You can use the vague language phrases below when you don’t want or need to be precise.

A How long will the trip take? 
B Three weeks or thereabouts.
A He earns stacks of money, doesn’t he? 
B Mmm. somewhere in the region of £100,000.
A He’s something to do with advertising. 
B Yes, or something along those lines.
A She looks a lot older. Is she ill or something? 
B I don’t know; I’m kind of worried about her.
A We’ll buy that car somehow or other. 
B I’ve got £1,000, give or take a few quid.
A How much did you pay for that stuff? 
B Oh, fifty odd, I think.

Glossary
or thereabouts used after a number, quantity, etc. to show that it is approximate. syn or so.
stacks of sht used before a number) approximately. syn round about.
something to do with (sth) in some way connected with (sth).
kind of sort of, but in a way that is hard to explain. syn sort of.
somehow (or other) in some way or by some means, although you don’t know exactly how.
give or take sth used to refer to things when it is obvious what you are talking about, or
stuff you don’t know the name, or the name isn’t important.
(·)odd (after a number) a little more or less than the number (thirty·odd people).

1 One word is missing in each sentence. Where does it go?
Write it at the end.

The whole trip cost somewhere the region of £380. 
She was just sort pretending to be ill, in fact she wasn’t. 
We seem to have of rice; I’d better make paella. 
There were about 100 people or of that sort. 
We’ll leave at seven, give a few minutes. 
I’ve got a meeting tonight but I’ll finish my essay by tomorrow or other. 
I’ll send a card or letter, or something along those. 
Could you give me a ring about 6·30 tonight?

2 Rewrite the sentence, making it more vague. Use the word at the end of the line, and
make any necessary changes.

We invited a hundred to the wedding. So. We invited a hundred or so to the wedding.
I’ve completed 50 per cent of the project. ROUND
He looks depressed. KIND
His job is in marketing. DO
Do you know who all those CDs and DVDs belong to? STUFF
I imagine we’ll get forty-nine people at the meeting. ODD
We’ve got vegetables so I’d better make some soup. TONS
She must be getting on for 80, I would say. THEREABOUTS
We could get him a book for his birthday. SOMETHING

Remember to test yourself
I can use sayings and proverbs

A Famous last words

Some sayings are concise ways of explaining something, or commenting on a situation.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A He thinks the exam will be easy.</td>
<td>used when you think sb is being too confident about something that is going to happen.</td>
</tr>
<tr>
<td>B Oh, famous last words.</td>
<td></td>
</tr>
<tr>
<td>A Are tickets available?</td>
<td>people will be served or dealt with in the order in which they arrive or ask for sth.</td>
</tr>
<tr>
<td>B Yes, but it's first come, first served.</td>
<td></td>
</tr>
<tr>
<td>A She ought to pass easily.</td>
<td>you can never be sure about sth because things are not always what they appear to be.</td>
</tr>
<tr>
<td>B Yes, but you can never tell.</td>
<td></td>
</tr>
<tr>
<td>A She's not going to apply again.</td>
<td>after an unpleasant experience, you are careful to avoid sth similar.</td>
</tr>
<tr>
<td>B No, once bitten, twice shy, I guess.</td>
<td></td>
</tr>
<tr>
<td>A You should tell him he's wrong.</td>
<td>it is easy to talk about something, but it is much more difficult to do it.</td>
</tr>
<tr>
<td>B Hmm, easier said than done.</td>
<td></td>
</tr>
<tr>
<td>A Can anyone come this evening?</td>
<td>if there are more people or things, the situation will be better and more enjoyable.</td>
</tr>
<tr>
<td>B Yes, the more the merrier.</td>
<td></td>
</tr>
<tr>
<td>A How's the new job?</td>
<td>used to say that everything is fine at the moment but you know things may become more difficult.</td>
</tr>
<tr>
<td>B So far, so good.</td>
<td></td>
</tr>
<tr>
<td>A Barry never writes or phones.</td>
<td>used to say that sb stops thinking about people when they are not with them.</td>
</tr>
<tr>
<td>B Well, out of sight, out of mind - I suppose.</td>
<td></td>
</tr>
<tr>
<td>A I met two of your colleagues today.</td>
<td>used to express your surprise when you meet sb you know unexpectedly, or when you are talking to sb and realize they know people who you know.</td>
</tr>
<tr>
<td>B Oh, it's a small world, isn't it?</td>
<td></td>
</tr>
<tr>
<td>A He said you were a hypocrite.</td>
<td>used about sb who criticizes people for faults that they have themselves.</td>
</tr>
<tr>
<td>B Well, that's the pot calling the kettle black.</td>
<td></td>
</tr>
</tbody>
</table>

1 Cross out the wrong word and write the correct one to form the saying.

1. It's a little world. __________
2. Once eaten, twice shy. __________
3. The more the happier. __________
4. Famous last phrase. __________
5. So far, no good. __________
6. First come, are served. __________
7. Out of eyes, out of mind. __________
8. Easier spoken than done. __________

2 Complete the saying in each sentence.

1. He'll never get married again: once bitten, __________.
2. We'll have tougher times ahead but so far, __________.
3. Since I've been here I've met four people I know. It's a small __________.
4. When she's with you she makes you feel important, but out of sight, __________.
5. I think he'll do well, but you know, you can __________.
6. They want to limit the numbers, but in my opinion, the more __________.
7. She suggested I tried asking for a rise, but that's easier __________.
8. Air passengers are given seats on the basis of first come, __________.
9. He said that I look stupid when I dance. Talk about the pot __________.

3 ABOUT YOUR LANGUAGE How would you translate these sayings into your own language? Write a translation, or talk to another student who speaks your language.

Remember to test yourself

SPOKEN ENGLISH 165
**Practice makes perfect**

Many sayings give advice, or say something that is generally true.

<table>
<thead>
<tr>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>He tends to get what he wants because money talks.¹</td>
<td>If you have a lot of money, you will have more power and influence than other people.</td>
</tr>
<tr>
<td>He treated her very badly but she doesn’t realize love is blind.² in her case.</td>
<td>When you love somebody, you cannot see their faults.</td>
</tr>
<tr>
<td>Don’t worry—lightning never strikes twice (in the same place).³</td>
<td>An unusual or unpleasant event won’t happen in the same place or to the same person twice.</td>
</tr>
<tr>
<td>Don’t say anything at the moment; let sleeping dogs lie.⁴</td>
<td>Avoid mentioning a particularly difficult subject which may cause trouble.</td>
</tr>
<tr>
<td>She spends hours at the piano, but practice makes perfect.⁵</td>
<td>If you do sth repeatedly, you will become very good at it.</td>
</tr>
<tr>
<td>I haven’t heard from my son for weeks, but usually no news is good news.⁶</td>
<td>If you haven’t had any news, then it’s probable that nothing has gone wrong and things are fine.</td>
</tr>
<tr>
<td>It seems cruel to do it, but in this case the end justifies the means.⁷</td>
<td>Bad or unfair methods of doing sth are acceptable if the results of the action are good or positive.</td>
</tr>
<tr>
<td>You mustn’t do that; two wrongs don’t make a right.⁸</td>
<td>If sth does sth bad to you, that is not a reason to do sth bad to them.</td>
</tr>
<tr>
<td>Let’s do this together; two heads are better than one.⁹</td>
<td>Two people can achieve more than one person working alone.</td>
</tr>
<tr>
<td>He thinks blood is thicker than water.¹⁰</td>
<td>Family relationships are stronger than any other.</td>
</tr>
<tr>
<td>He can say what he likes, but actions speak louder than words.¹¹</td>
<td>What a person actually does is more important than what they say they will do.</td>
</tr>
<tr>
<td>He believes in an eye for an eye (and a tooth for a tooth).¹²</td>
<td>Used to say that you should punish somebody by doing to them what they have done to you.</td>
</tr>
<tr>
<td>Don’t forget that charity begins at home.¹³</td>
<td>You should help and care for your own family first before you start helping others.</td>
</tr>
<tr>
<td>She may be very attractive, but beauty is only skin-deep.¹⁴</td>
<td>How someone looks is less important than their character.</td>
</tr>
<tr>
<td>They finally turned up at 8.30, but better late than never.¹⁵</td>
<td>It is better to arrive late or achieve sth late, than not arrive or achieve anything at all.</td>
</tr>
<tr>
<td>The mountain road is dangerous so go slowly—better safe than sorry.¹⁶</td>
<td>It is better to be careful than to take a risk or act too quickly and later regret it.</td>
</tr>
<tr>
<td>Live and let live—that’s my motto.¹⁷</td>
<td>Accept other people’s opinions and ways of life, even if they are different from your own. A motto is a phrase which expresses the beliefs of a person or organization.</td>
</tr>
<tr>
<td>Enjoy yourself; you’re only young once.¹⁸</td>
<td>Young people should enjoy themselves because in later life they will have more to worry about.</td>
</tr>
<tr>
<td>In my view prevention is better than cure.¹⁹</td>
<td>It is better to stop something bad from happening than try to deal with it after it has happened.</td>
</tr>
</tbody>
</table>
4 Look at the sayings on page 166. Write down two which are connected with each of these topics.
1 family:
2 relationships:
3 morality:
4 tolerance:
5 progress:

5 Write down six sayings using words from the box.

<table>
<thead>
<tr>
<th>cure</th>
<th>actions</th>
<th>love</th>
<th>better than</th>
<th>louder than</th>
<th>blood</th>
<th>words</th>
<th>water</th>
</tr>
</thead>
<tbody>
<tr>
<td>lightning</td>
<td>charity</td>
<td>at home</td>
<td>never</td>
<td>prevention</td>
<td>blind</td>
<td>strikes</td>
<td></td>
</tr>
<tr>
<td>is</td>
<td>begins</td>
<td>twice</td>
<td>speak</td>
<td>thicker than</td>
<td>is</td>
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</tbody>
</table>

6 Complete these sayings.
1 Better late than .
2 Better safe than .
3 You're only young .
4 Let sleeping dogs .
5 Practice makes .
6 Two heads are .
7 No news is .
8 The end .
9 Two wrongs .
10 Lightning never .
11 Prevention is better .
12 An eye .

7 Use a suitable saying to respond to each of these situations.

1 I came down slowly – I didn't want to fall over. Better safe than sorry!
2 He works on his English for three hours every day.
3 When she finishes university she wants to travel round Europe.
4 I would always go to my family for help before asking friends.
5 He went to hospital over three hours ago, but we haven't heard anything.
6 Why does he get a seat first just because he owns lots of companies?
7 If he takes my exercise book, I'll take his dictionary.
8 They finally got here, but they missed the first part.
9 We don't share the same opinions on things, but I just accept it.
10 It's a very sensitive subject with Amelie. Should I say something?
11 She doesn't seem to see her husband's faults.
12 After what he did to me, I'll get my revenge.

8 ABOUT YOU Which sayings on page 166 do you think are generally true or represent good advice? Write your answers or ask another student.

9 ABOUT YOUR LANGUAGE How would you translate these sayings into your own language? Do you have equivalent sayings? Write a translation, or talk to another student who speaks your language.

Remember to test yourself
Review: Spoken English

Unit 58

1 One letter in one word is wrong in each line. Cross out the mistake and correct it.

1 Would you believe it! Someone’s ticked my bike again!
2 Madonna got a lot of flan from the press last year.
3 I’m not feeling too good – I think I must have a rug.
4 He tried to borrow €200 from me – what a bleed!
5 They were making a terrible racket so I asked them to turn it down.
6 It’s no good trying to get him to pay; he’s really light.
7 Have you got anything in the fridge? I’m lying for something to eat.
8 I like pastries, but that one was a bit of a drag; in fact I left early.

2 Complete the email using words from the box in the correct form.

cheek busy broke neck stick guy laugh man moan back bloke

Hi Sven

Hope you had a nice weekend – it’s a pity you weren’t here because we had a really good
(1) _______ on Saturday night at Ern’s. We were completely (2) _______ after going to that night club on Friday, so we decided to stay in and we invited Kim, Des, and a
couple of other (3) _______, round for a drink. One of these other (4) _______, whose name was Phil, was a real pain in the (5) _______. – he just kept
(6) _______ all evening about everything: football, the state of the country, the
weather; on and on . . . and then he started giving Ern some (7) _______, because he
didn’t think Ern’s cooking was very good (in fact, he’s right; it is pretty (8) _______),
but we thought it was a bit of a (9) _______, especially as he’d done nothing to help.
Anyway, you know Ern, he’s pretty (10) _______ – he just smiled and then he
started to laugh, and then he couldn’t stop, and soon we were all laughing . . .

X 2. more words: off colour, to nip out round, it’s bust, clear off, a dodgy coin, a tip off / tip sb off

Unit 59

1 Cross out the incorrect word in each response.

1 Do you think he’ll be on time? – Your guess is as good as mine is.
2 Mark’s split up with Jessica – You’re not kidding! I don’t believe it.
3 You look completely worn out – Yes, it’s been one of those bad days.
4 What time will Gerry be back? – Don’t you ask me. He never tells me a word.
5 Did you get tickets for the match? – No any such luck, I’m afraid.
6 Have you had the rest results back? – No, but there’s no use of worrying.
7 Did you speak to Jack about his room? – Yes, but it goes in one ear and out the other ear.
8 Should I try ringing the bank again? – Well, you’ve got nothing for to lose.

X 2. more words. Look at idioms under ‘far’ in your dictionary, e.g. go far, not far off. Make a list of
all the other useful idioms in your notebook.
Unit 60

1 Complete the dialogue.
A How are things going at home?
B Well, we’ve got new neighbours upstairs and — guess (1) ____________ — they’re every (2) ____________ as annoying as the last lot who lived there.
A Oh, how awful. Why?
B Well, believe it or (3) ____________, this family have even worse taste in music and play it till three in the morning.
A No (4) ____________ you’re fed up. What on (5) ____________ can you do about it?
B I’m moving – the whole business is more trouble than it’s (6) ____________
A Yes, you’d just end up fighting a losing (7) ____________ and feel frustrated. And you never (8) ____________, living somewhere else might be just the change you need.

2 Put the words in order to make sentences.
1 equal / things / centre / in / rather / being / the / I’d / live / all ________________________________
2 of / in / to / world / own / she / live / seems / a / her ________________________________
3 as / is / exercise / what / as / bit / eat / important / every / you ________________________________
4 he / for / him / reason / I / answer / but / rang / some / didn’t ________________________________
5 you / asking / me / if / change / did / you / much / how / don’t / they / mind / ? ________________________________
6 let / down / great / week / to / hard / hair / after / a / it’s / your ________________________________

AZ more words: pay lip service to sth, pull the wool over someone’s eyes, get the wrong end of the stick, turn a blind eye to sth, a new lease of life, can’t make head nor tail of sth

Unit 61

1 One word is wrong in each sentence. Cross it out and write the correct word at the end.
1 I love having the option to pick and select the songs on my iPod. ________________________________
2 You’ve got your jumper on backwards to front, turn it round. ________________________________
3 It is crucial that our aims and objects are absolutely clear. ________________________________
4 There’s something exciting about the hustle and hassle of a big city. ________________________________
5 We ended up going back and fourth several times till we found the shop. ________________________________
6 She’s a delightful colleague – always so light and cheerful. ________________________________
7 I had to give in and obey the rules and regulators in the institution. ________________________________
8 I couldn’t do it at first, but you eventually get there by trial and mistake. ________________________________

AZ more words: take it or leave it, prim and proper, down and out, short and sweet, scrimp and save, odds and ends
Unit 62

1 Complete the similes.
1. The children were as __________ as gold.
2. She's as __________ as a mouse.
3. The ground is as __________ as a bone.
4. My son's as __________ as an ox.
5. I went as __________ as a beetroot.
6. The software package worked like a __________.
7. I've got a memory like a __________.
8. She sleeps like a __________.

A / more words: dead as a door nailing, safe as houses, sick as a parrot, tough as old boots, easy as pie, hard as nails, be like gold dust

Unit 63

1 Match the phrasal verbs with a more formal synonym on the right.

<table>
<thead>
<tr>
<th>do away with</th>
<th>own up</th>
<th>crop up</th>
</tr>
</thead>
<tbody>
<tr>
<td>take sth apart</td>
<td>take sb in</td>
<td>drag sth out</td>
</tr>
<tr>
<td>hit back</td>
<td>butt in</td>
<td>turn up</td>
</tr>
<tr>
<td>prolong sth</td>
<td>deceive sb</td>
<td>abolish</td>
</tr>
<tr>
<td>retaliate</td>
<td>confess</td>
<td>interrupt</td>
</tr>
<tr>
<td>happen unexpectedly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A / more words: Look up the phrasal verbs related to live, drop, stand, catch, and talk. Write down any meanings and examples which are new to you.

Unit 64

1 Circle the correct phrase. Sometimes, both phrases are correct.

1. A Have you started your art course yet?
   B. As a matter of fact / By the way, I'm doing the course on digital photography.
2. A What did you think of the meeting?
   B. Well, on the whole / by and large, I thought it was pretty successful. Mind you / Besides, I thought Caroline was a bit irritating - she didn't keep to the point at all.
   A. Yes, to be honest / all the same, I've always found her very difficult.
3. A I'm not sure how long I'll be away, but I'll be back by the weekend at any rate / anyhow.
   B. That's good - oh, incidentally / even so, what time are you leaving?
4. A Hi, Sue, I'm just having a few problems with my computer, it keeps crashing.
   B. Try turning it off and on again; alternatively / to tell you the truth, ring technical support.
5. A I agree / It's true he was only using me as an example, but even so / even if it was very insensitive.
   B. I don't really want to go in this weather. At any rate / Besides it's too far away.

A / more words: having said that, on top of sth, as a rule, to say nothing of sth, above all, talking of sth
Unit 65

1 Complete the sentences using vague language.
1 I must’ve seen twenty horses or ____________.
2 His parents aren’t old; I’d say they were fifty ____________.
3 Their farm is somewhere in the ____________ of 500 acres.
4 I can’t really afford a new car, but I’ll find the money ____________ or other.
5 The whole project will take nine months, give or ____________ a week or two.
6 His job is ____________ to do with the railways.
7 What’s all that ____________ doing on the floor?
8 He’s a pharmacist or something along those ____________.

AZ / more words: what’s-his/her-name, whatst, thingummy/thingamajig, whatnot, whatchamacallit, dovidah

Unit 66

1 Write a proverb or saying using the word in capitals. The meaning must be the same as in the sentence.
1 Accept other people’s opinions and ways of life, even if they differ from yours.
   LIVE
2 It’s easy to talk about something but a lot harder to do something about it.
   SAID
3 Two people working together can achieve more than one.
   HEADS
4 If you have a bad experience, you don’t want something like it to happen again.
   SHY
5 Family relationships are stronger than other relationships.
   THICKER
6 If someone does something bad to you, you won’t improve things by doing something bad to them.
   RIGHT

2 Complete the sentences.
1 He’s pretty well off, and as they say, ____________ talks – he gets what he wants.
2 I’m still waiting to hear from the hospital, but I guess that ____________ news is ____________ news.
3 Don’t get into another row with the neighbours – just let ____________ dogs lie.
4 If you want to come camping with us next week, please do – the more the ____________.
5 Don’t forget to lock the doors when you leave – better ____________ than ____________.
6 It’s hard to find a seat in the library – it’s first ____________, first ____________, so get there early!
7 My driving is gradually improving and I’m a bit safer – I guess ____________ makes perfect.
8 She only rings me at New Year – it’s a case of out of ____________, out of ____________.

AZ / more words: waste not, want not; nothing ventured, nothing gained; touch wood, absence makes the heart grow fonder; familiarity breeds contempt; ignorance is bliss
## A Useful phrases for formal letters

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Use/meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening a letter</td>
<td></td>
</tr>
<tr>
<td><em>I am writing to inform you that</em> I will be leaving at the end of June.</td>
<td>used for giving information.</td>
</tr>
<tr>
<td><em>I am writing to inform you of my intention to terminate my lease.</em></td>
<td>intention (to do sth) a plan to do sth terminate sth end or stop sth. lease a legal agreement for renting a property.</td>
</tr>
<tr>
<td><em>I am writing to enquire whether</em> ...</td>
<td>used for asking a question or making a request.</td>
</tr>
<tr>
<td><em>I regret to inform you that</em> ...</td>
<td>used for giving bad news.</td>
</tr>
<tr>
<td><em>I am delighted to inform you that</em> ...</td>
<td>used for giving good news.</td>
</tr>
<tr>
<td><em>I am writing in response to your appeal for aid in</em> ...</td>
<td>used for replying to an advertisement, etc. appeal for sth an urgent or sincere request for people to give money, help, etc.</td>
</tr>
<tr>
<td><em>Please accept my sincere condolences.</em></td>
<td>used for expressing apologies, sympathy, etc. sincere expressing what you really think or feel. syn: genuine. condolences the things you say to show sympathy when sb has just died.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opening a reply to a letter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Further to our meeting last week,</em> ...</td>
<td>used to refer to a previous conversation with the receiver, or a letter/email from them.</td>
</tr>
<tr>
<td><em>Following our conversation on 5 May,</em> ...</td>
<td></td>
</tr>
<tr>
<td><em>In reply to your letter of 7 July,</em> ...</td>
<td></td>
</tr>
<tr>
<td><em>With reference to your letter of 3 June,</em> ...</td>
<td></td>
</tr>
<tr>
<td><em>Thank you for your letter concerning</em> ...</td>
<td>concerning about. syn: regarding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Referring to something in a letter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Please find enclosed a copy of</em> ...</td>
<td>used to refer to sth in the body of the letter or included with it.</td>
</tr>
<tr>
<td><em>As you will see from my CV,</em> ...</td>
<td></td>
</tr>
<tr>
<td><em>I would like to draw your attention to</em> ...</td>
<td>used to refer to sth in the body of the letter, or sth that is relevant to the subject of the letter.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing a letter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Should you require any further information,</em> please do not hesitate to contact me.</td>
<td>commonly used at the end of a formal letter or offer (should here is a more formal equivalent of if).</td>
</tr>
<tr>
<td><em>I would be grateful if you could contact me as soon as possible.</em></td>
<td>used to make a request, or ask for action to be taken.</td>
</tr>
<tr>
<td><em>I look forward to meeting you.</em></td>
<td></td>
</tr>
<tr>
<td><em>I look forward to hearing from you.</em></td>
<td>used to end a formal letter (hearing from you is used when you expect a reply).</td>
</tr>
</tbody>
</table>
1. Circle the correct word(s).

   1. Please accept my sincere condolences on the death of your father.
   2. As you will read from my CV, I have extensive experience in marketing.
   3. I am delighted to inform you that your application has been successful.
   4. I look forward to hearing from you.
   5. Following our earlier conversation, I have now looked at the plan.
   6. Thank you for your letter concerning the sale of your property.
   7. Would you require any further information, do not hesitate to contact me.
   8. I am writing in response to your appeal for assistance at Longhurst Farm in July.

2. Write a more formal word or phrase with a similar meaning to the words in italics.

   1. I am writing to ask whether there has been any progress with my application.
   2. I am sorry to tell you that the International Sustainability conference has been cancelled.
   3. I am writing to inform you of the end of my lease.
   4. If you need any more information, please feel free to get in touch with me.
   5. After our chat yesterday, it would be good if you could send me the details about the proposed changes.

3. One word is missing from each sentence. What is it, and where does it go?

   1. I am writing in to your article about supermarket packaging.
   2. We look forward hearing from you.
   3. I am writing reply to your letter of 17 October.
   4. Thank you for your letter the pre-service training course at CDQ.
   5. Please enclosed a copy of my birth certificate.
   6. I am writing in reply to your for donations following the tsunami disaster.
   7. Please accept my sincere on the death of your grandfather.
   8. I would like to your attention to the final clause of the lease.
   9. As you see from my CV, I have extensive experience in sales and marketing.
   10. With to your letter of 17 May, I am enclosing the documents you requested.

4. Write sentences suitable for formal letters.

   ▶ Ask a customer to get in touch with you before the weekend.
   1. I would be grateful if you could contact me before the weekend.
   2. Start a letter explaining that you saw an advertisement for a receptionist in yesterday's paper.
   3. Point out that you have included a photocopy of your driving licence in the envelope.
   4. Mention a conversation you had with your client yesterday, and tell them that you now have the necessary documents.
   5. Say that you are happy to give any more information needed about your qualifications if they are needed.
   6. Explain to an interview candidate that they have been given the job.

Remember to test yourself
B  Advice on writing formal letters

When writing a formal letter, firstly state your purpose in the opening paragraph in a straightforward manner. The body of the letter should contain one or more paragraphs, each dealing with a separate aspect of the subject matter. The final paragraph should spell out what you want to happen next.

It is crucial to adopt a suitable tone. Be clear, concise, and to the point, avoiding superfluous matter, but not too blunt or abrupt. Keep the language plain and simple where possible. Refer to sample letters on the internet for further guidance.

<table>
<thead>
<tr>
<th>Glossary</th>
<th>to the point</th>
<th>relevant and without any extra information.</th>
<th>ms pertinent</th>
<th>unnecessary</th>
<th>saying what you think even if it offends or upsets people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>state ssth</td>
<td>straightforward</td>
<td>uncomplicated and easy to understand, or convoluted.</td>
<td></td>
<td>superfluous</td>
<td>unnecessary.</td>
</tr>
<tr>
<td>body</td>
<td></td>
<td>the main part of a book, article, text, etc.</td>
<td></td>
<td>blunt</td>
<td>saying what you think even if it offends or upsets people.</td>
</tr>
<tr>
<td>subject matter</td>
<td></td>
<td>the ideas or information in a book, letter, painting, etc.</td>
<td></td>
<td>abrupt</td>
<td>speaking or acting with few words and in a way that seems unfriendly or rude, very brusque, curt.</td>
</tr>
<tr>
<td>spell ssth out</td>
<td></td>
<td>explain the details of ssth in a simple, clear way.</td>
<td></td>
<td>plain</td>
<td>without unnecessary detail: clear.</td>
</tr>
<tr>
<td>tone</td>
<td></td>
<td>the general attitude or feeling expressed clearly and without using any unnecessary words.</td>
<td></td>
<td>sample</td>
<td>an example, or small amount, of ssth to show what all of it is like.</td>
</tr>
</tbody>
</table>

5 According to the text above, are the following positive (P) or negative (N)?

1. The information was superfluous. _______ 6. I thought his email was quite abrupt. _______
2. She writes in plain English. _______ 7. The information was pertinent. _______
3. The letter sounds curt. _______ 8. The tone was brusque. _______
4. It was to the point. _______ 9. It was written in a convoluted way. _______
5. His style is very straightforward _______ 10. Her response was very blunt. _______

6 Complete the dialogues with a suitable word.

1. Did he say what he needed? — Yes, he __________ it very clearly.
2. Her tone is rather brusque, isn’t it? — Yes, I find it rather __________.
3. Did you find some model letters? — Yes, I found some __________ letters on a website.
4. He should tell her the problem clearly. — That’s right; he’s got to __________ it out.
5. Did you enjoy the programme? — No, I wasn’t interested in the __________ matter.
6. Was the complaint in the introduction? — No, I put it in the __________ of the letter.
7. Is that detail really necessary? — No, it’s __________.
8. Is the letter easy to follow? — Yes, it’s very __________.

7 ABOUT YOU AND YOUR COUNTRY Is the advice in the text similar to the advice you would give for formal letters in your own language? Where is it the same, and where does it differ?
68 I can use formal link words

In addition to the many link words you already know, e.g. however, although, furthermore, since, etc., there are a limited number of link words and phrases which are mostly used in formal written English.

It is our understanding that the residents of Alton Court received a full apology from the council in writing prior to the meeting that was held on 7 June. In view of the limited inconvenience they suffered, this was felt to be adequate; thus no further action was taken. With regard to Mr Wilson, however, the council acknowledges some damage was caused to his property, albeit very minor, and therefore agrees to pay the full costs incurred by Mr Wilson. notwithstanding the burden it will inevitably place on the council’s resources. In conclusion, we sincerely hope this brings an end to the matter.

Glossary

<table>
<thead>
<tr>
<th>Link Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>prior to sth</td>
<td>before sth.</td>
</tr>
<tr>
<td>in view of sth</td>
<td>used to introduce the reason for a decision. see considering sth. therefore, sxs hence.</td>
</tr>
<tr>
<td>thus</td>
<td>relating to a particular person or subject. sxs concerning sth. regarding sth. although.</td>
</tr>
<tr>
<td>within regard to s/s</td>
<td>in spite of.</td>
</tr>
<tr>
<td>albeit</td>
<td>used in writing or a formal speech to show that you are about to finish what you are saying.</td>
</tr>
<tr>
<td>notwithstanding</td>
<td>sxs hitherto and henceforth</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spotlight</th>
<th>Hitherto and henceforth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitherto</td>
<td>means ‘up to this time’.</td>
</tr>
<tr>
<td>Henceforth</td>
<td>means ‘from this time on’.</td>
</tr>
</tbody>
</table>

Jason Dean Williams (henceforth referred to as ‘the accused’) . . .

1 Replace the underlined word(s) with a more formal equivalent.

1 He was only seven, so he couldn’t be held responsible for his actions. 
2 I agreed, although with some reluctance, that I would accompany them. 
3 The meeting will go ahead in spite of the planned protests. 
4 We were told before the meeting. 
5 His performance was extraordinary considering his advancing years. 
6 Up to this time, the species was unknown.

2 Complete the sentences with a suitable link word or phrase.

1 Deoxyribonucleic acid (DNA) carries genetic information. 
2 They did not have valid tickets, therefore they were not allowed to board the train. 
3 During our conversation yesterday, I had not met either man. 
4 Work on the new extension will commence next month. The roof, the contractors have assured us that the necessary repairs will be carried out immediately. 
5 Although the complaints received, we still have complete faith in both the company and the Managing Director. 
6 However, the board would like to thank everyone for attending the meeting and making such a positive contribution.
A Public examinations

**Exam requirements**

Some public examinations in English consist of a written paper in which candidates are required to produce a piece of discursive writing. They may be asked to present and develop an argument, evaluate ideas, summarize information, etc. Candidates are assessed on a number of criteria, including their ability to write in an organized and coherent way, their command of a range of stylistic features, and their ability to write in an appropriate register. Some tasks may also involve the use of narrative.

**spotlight** present v

The verb **present** (stress on second syllable) can be used to show or describe something in speech, e.g., at a conference, where there are talks on different subjects, or in writing: **presentation**.

I’m **presenting** the new product at the sales conference.

He didn’t **present** his ideas very coherently in his essay.

---

### 1. Circle the correct word(s). Sometimes both words may be correct.

1. He asked me to **sum up** / **summarize** the main points.
2. Having read her essay, what was your **command** / **assessment** of it?
3. The events in the novel are described by a **narrative** / **narrator**.
4. We had to **access** / **evaluate** the plans.
5. The single most important **criterion** / **criteria** was experience.
6. The chairman came to my **conference** / **presentation** and thanked me afterwards.
7. It was an interesting **argument** / **register**, but I’m not sure I agree with it.
8. You have to be able to **propose** / **present** your ideas on paper.

### 2. Complete the sentences.

1. I decided to write a __________ because I’m quite good at telling stories.
2. You should provide a brief __________ of your ideas at the end of the talk.
3. I couldn’t follow what the writer was trying to say because it was so __________.
4. The use of metaphors is an important __________ feature of the writing.
5. What are your __________ for choosing the best candidate for the job?
6. To write an academic essay, you need a very good __________ of the language.
7. Most academic essays are written in a formal style and __________.
8. I’m not very good at discussing ideas on paper, so I avoid __________ essays.

Remember to test yourself
B Basics of academic writing

In a piece of academic writing, the writer will do at least some of the following:

- outline their main ideas
- explore certain ideas in greater depth
- highlight important facts
- adopt a particular stance or point of view
- exemplify certain points
- draw conclusions

They may also compare and contrast, condemn or condone, explain, describe, analyse, hypothesize, assert, justify, and – to the irritation of some people – sit on the fence.

Glossary

- outline sth: give a description of the main points involved in sth. outline's.
- examine, discuss, or think about sth carefully. ass analyse sth.
- emphatic sth to give it more attention.
- adopt sth: decide to take and support a particular point of view, plan, etc.
- an opinion that sb has about sth and expresses publicly. ass position.
- exemplify sth: give an example to make sth clearer. ass illustrate sth.
- conclusion: a decision reached after discussion and examination of any evidence (reach / draw / come to a conclusion), conclude v.
- condemn sth: say publicly that you think sth or sb is bad or wrong. ass condemnation.
- accept or forgive behaviour that most people think is wrong. ass hypothesis.
- hypothesize: suggest a possible explanation for sth, but without knowing whether it is really true.
- assert sth: state clearly that sth is true. ass claim sth, assertion.
- justify sth: show that sth is right or reasonable. ass justification.
- sit on the fence: avoid deciding or saying which side of an argument you support.

3 Complete the sentences with a form of the word in capitals.

1. There was universal CONDEMNING of the attack.
2. What EXAMPLE did you draw?
3. It may be unwise to CONCLUDE at this stage.
4. I felt he EXAMPLE the point very well.
5. He was correct in his EXAMPLE that the man was guilty. ASSERT
6. What was his EXAMPLE for that argument? JUSTIFY

4 Rewrite the sentences on the left using a single verb or noun for the underlined words in 1–7, and a phrase in 8. Keep the meaning the same.

1. She gave a general picture of her ideas. She had one possible explanation.
2. She had one possible explanation. She had one.
3. She gave special emphasis to certain points. She had one.
4. She would accept or forgive his behaviour. She wouldn't.
5. She didn't take and support a clear stance. She didn't.
6. She went on to analyse the idea in more depth. She went on to.
7. She couldn't show her ideas were reasonable. She couldn't.
8. In the end, she wouldn't agree or disagree. In the end, she...
Far from the Madding Crowd

SYNOPSIS: After inheriting her prosperous uncle's farm, Hardy's protagonist, Bathsheba Everdene, becomes an independent woman. But her beauty attracts many admirers: farm worker Gabriel Oak, landowner William Boldwood, and handsome soldier Frank Troy, whom she later marries. However, Troy is a selfish man who abuses his earlier love, Fanny Robin, to die in poverty while giving birth to his child. Boldwood is madly jealous of Troy, and later in the novel this is the reason for his downfall when, in a jealous rage, he kills Troy. Gabriel asks for mercy to be shown him, and, on the grounds of insanity, Boldwood escapes death but is sent to prison. The novel ends with Bathsheba marrying Gabriel.

COMMENTARY: Incidents such as Fanny's pregnancy and painful death, and Boldwood's act of murderous violence, convey Hardy's growing taste for tragedy. But unlike Tess in the later *Tess of the D'Urbervilles*, fate still favours Bathsheba. She finally finds contentment with Gabriel, who embodies the best qualities of the rural community in the fight against the growth of industrialisation, which Hardy finds so alien.

Another theme in the novel is the danger and destruction inherent in romantic love and marriage. Hardy exposes the irrationality and betrayals of romantic relationships, and implies that the true basis of a happy marriage is companionship and a common interest. For some it is also an early example of feminist literature. Bathsheba is portrayed as an independent woman with the courage to defy convention and run a farm herself. Her passionate nature leads her into errors of judgement, but Hardy endows her with the resilience, intelligence, and good luck to overcome the mistakes of youth.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>synopsis</td>
<td>a short summary of the plot of a book, film, etc.</td>
</tr>
<tr>
<td>prosperous</td>
<td>rich and successful, esp. affluent.</td>
</tr>
<tr>
<td>protagonist</td>
<td>the main character in a book, film, etc.</td>
</tr>
<tr>
<td>downfall</td>
<td>A person's downfall is the complete loss of their money, power, etc.</td>
</tr>
<tr>
<td>mercy</td>
<td>a kind or forgiving attitude towards sb you have the power to harm or punish. merciful adj.</td>
</tr>
<tr>
<td>insanity</td>
<td>the state of being seriously mentally ill. insane adj.</td>
</tr>
<tr>
<td>commentary</td>
<td>a written explanation or discussion of sth such as a book.</td>
</tr>
<tr>
<td>pitiful</td>
<td>communicate ideas and feelings. used to contrast one person or thing with another.</td>
</tr>
<tr>
<td>unlike</td>
<td>a power that is believed to control everything and that cannot be changed.</td>
</tr>
<tr>
<td>fate</td>
<td>strange, difficult to understand, and often unacceptable.</td>
</tr>
<tr>
<td>alien</td>
<td>if sth is inherent in sth, it is a natural part of it and cannot be removed from it. non-intrusive.</td>
</tr>
</tbody>
</table>

expose sth | tell the true facts about sth and show it to be bad or wrong. |
betrayal | the act of being disloyal to sb who trusts you. betray v. |
companionship | a friendly and comfortable relationship between people. |
portray sb/sth | describe sb/sth in a piece of writing. |
defy sth/sb | refuse to obey a law, rule, or sb. |
resilience | the ability to recover and become strong again after a difficult or unpleasant situation. resilient adj. |

embody | embody/represent sth, endow sb with sth |
represent | If a character in a book embodies or represents something, they show or express a particular idea or quality (embodiment s). If the writer endows a character with something, they give the character a particular quality or feature. |

Remember to test yourself
1. Add the related words.
   1. betray ____________ N
   2. portray ____________ N
   3. defy ____________ N
   4. embody ____________ N
   5. prosperous ____________ N
   6. insane ____________ N
   7. resilience ____________ ADJ
   8. mercy ____________ ADJ
   9. pity ____________ ADJ

2. Circle the correct word(s).
   1. A commentary on a novel is a synopsis / an explanation of the main events.
   2. If something is alien to you, it is easy / difficult to understand.
   3. If you expose someone, you tell the truth / lies about them.
   4. A pitiful story is likely to make you feel sad / proud.
   5. Resilience is the ability / inability to recover from a big disappointment.
   6. If you are defiant, you refuse / agree to do something.

3. Replace the underlined word(s) with another word that has a similar meaning in the context.
   1. Could you just give me a summary of the novel?
   2. She is portrayed as a very virtuous character.
   3. In the end she died a rather sad death.
   4. He was one of the more affluent landowners.
   5. Generosity was one of her intrinsic qualities.
   6. There were fears he might be mad.
   7. In the novel she embodies the forces of change.
   8. She misses the enjoyment of being with other people.

4. Complete the synopsis of the novel with words from the box, in the correct form.
   fate represent downfall mercy protagonist depict unlike
   endure convey defy betray embodiment

   Tess is the (1) ____________ in Hardy's novel that bears her name, Tess of the D'Urbervilles. She is (2) ____________ in the novel as a daughter of nature, and Hardy (3) ____________ her with so many noble qualities that she is one of his most sympathetic characters. But time and again she has to endure suffering and the brutality of the industrial age. This brutality is (4) ____________ in the character of Alec D'Urberville, who is the (5) ____________ of evil in the novel. The other man in her life is Angel Clare, an intelligent young freethinker, who (6) ____________ convention and is happy to work on a farm rather than go to university. He and Tess fall in love and marry, but when Tess tells him that she has previously had a child, Angel feels (7) ____________ and leaves her. (8) ____________ is sometimes kind to Hardy's heroines, but not in this case. Tess goes back to Alec, but when Angel returns from Brazil and forgives her, she brings about her own (9) ____________ by stabbing Alec to death. But (10) ____________ Boldwood at the end of Hardy's earlier novel Far from the Madding Crowd, Tess is shown no (11) ____________. She is executed for her crime, although the final incident is only (12) ____________ to us by a black flag being waved over the prison.

5. ABOUT YOU: What was the last novel you read? Can you give a synopsis of it? Write it down, or tell another student.
A Research

Scientific method

SCIENTIFIC RESEARCH proposes hypotheses as explanations of phenomena, and then designs experimental studies to gather empirical evidence and test them out. These procedures must be repeatable in order to predict future results with some certainty. A facet shared by other fields of inquiry is the conviction that the process must also be objective in order to reduce a biased interpretation of the results. Another basic expectation is to document, archive, and share all data so that it is available for scrutiny by other scientists. There is then the opportunity to verify the results by replicating them.

1. Complete the tables.

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>objective</td>
<td>hypothesis</td>
</tr>
<tr>
<td>biased</td>
<td>scrutiny</td>
</tr>
<tr>
<td>empirical</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>verify</td>
<td>hypothesis</td>
</tr>
<tr>
<td></td>
<td>scrutiny</td>
</tr>
</tbody>
</table>

2. Replace the underlined word with a word of similar meaning.

1. Objectivity is just one aspect of the problem.
   f. __________

2. The results came under close examination.
   s. __________

3. At the moment it's just a working theory.
   h. __________

4. His views are completely objective.
   u. __________

5. Their personal belief is that the drug is safe.
   c. __________

6. Can we duplicate this experiment?
   r. __________

3. Complete the sentences.

1. Experiments must follow a clear __________.

2. Violence in society is not a new __________.

3. We need to __________ experiments so that we can verify other people's results.

4. Do you have any __________ evidence to support your theory?

5. All the published results are kept in an __________ in the library.

6. It's a __________ report and lacks objectivity.

Glossary

- hypothesis (n. hypotheses) a possible explanation of sth., based on a few facts but not yet proven to be true. SYN: theory, hypothesize v. hypothetical adj.
- phenomenon (n. phenomena) a thing that happens or exists, especially sth. that is not fully understood.
- empirical based on experiments or experience, not just ideas (empirical evidence/knowledge/research). empiricism n.
- procedure a way of doing sth., especially the usual or correct way.
- facet (of sth.) a particular part of sth. SYN: aspect (of sth.).
- conviction a strong opinion or belief (political/moral conviction).
- objective based on fact and not influenced by personal feelings or opinion. SYN: unbiased, non-subjective, objectivity.
- biased influenced by personal feelings, SYN: unbiased/objective. bias.
- archive sth. put documents in an archive (a set of historical documents).
- scrutiny careful and thorough examination (come under close/careful scrutiny). SYN: inspection
- scrutinize sth.
- verify sth. check or show that sth. is true and accurate. SYN: verification
- replicate sth. copy sth. exactly. SYN: duplicate sth.
B Genetics

**GENE THERAPY:** Genes are the basic physical and functional units of heredity, and gene therapy is a technique for correcting defective genes responsible for diseases. It works by inserting a normal gene into the genome (the complete set of genes in a living cell) to replace an abnormal gene. A carrier molecule called a vector must be used to deliver the therapeutic gene to the patient’s target cells. But there are many limitations:

- the rapid division nature of many cells means that gene therapy may be short-lived;
- the normal gene may be attacked and repelled by the patient’s immune system;
- gene therapy works best on disorders arising from the mutation of a single gene.

**Glossary**

- **genetics** the scientific study of the ways in which different characteristics are passed from one generation to the next. **genetic** adj.
- **heredity** the process by which physical and mental characteristics are passed from parents to their children. **hereditary** adj.
- **defective** having a fault or faults. **defect** n.
- **insert** sth into sth else or between two things. **insertion** n.
- **abnormal** different from what is expected, and often harmful or unwanted.
- **molecule** the smallest unit (of two or more atoms) that a substance can be divided into, without changing its chemical nature. **molecular** adj.
- **cell** the smallest unit of living matter that can exist; all plants and animals are made up of cells (blood cells, brain cells).

**short-lived** only lasting for a short time. **or long-lived.**

**repel sth** successfully fight or drive away sth that is attacking you.

**immune** the system in your body that produces substances to help it fight against infection and disease (giving immunity).

**mutation** (in biology) a process in which genetic material changes in structure when it is passed on. **mutate** v.

**spotlight** unit

A unit can be a thing, person, or group that is complete in itself but can also form part of something larger. The basic unit of society is the family. A maternity unit is a hospital.

4 Circle the correct word(s).

1. The unit is **defective / defective**.
2. Is this particularly **disability / abnormal**?
3. The ward is in the **mystery unit / system**.

4. Arthritis can be **hereditary / heredity**.
5. The effects are **short-lived / short-lived**.
6. It’s your **immune / immunity** system.

5 Complete the sentences.

1. Therapy has been used to restore the function of ageing brain in monkeys.
2. The problem was caused by the **defect** of the genes as they were passed on.
3. Doctors a tube into the patient’s stomach.
4. The body has to be able to the abnormal cells that are attacking it.
5. A **defect** disorder is a disease caused by an abnormality in someone’s DNA.
6. If an illness is passed from parents to their children, it’s a problem of .
7. The technique involves the **mutation** of genes for nerve growth into the brain.
8. In **short-lived** science, a **mutation** is a stable unit comprising two or more atoms.

Remember to test yourself
Skyscrapers:
Every skyscraper is designed within physical constraints such as climate and geology, and then has to comply with the most stringent safety regulations. It also has to meet the needs of its occupants, and satisfy the aesthetic objectives of both owner and architect.

Design engineers translate the architect’s vision into a detailed plan that is structurally sound. As each skyscraper is unique, models of the building must undergo rigorous tests in wind tunnels to determine whether they can withstand the effects of high winds. If tests show the building will sway excessively, designers may add mechanical devices to counteract or restrict motion.

In the construction, engineers dig a massive hole in the rock and then establish the footings, which form the base that anchors the building. Steel or reinforced concrete columns are inserted in the footings, and concrete is poured on top. Vertical supports are put in place by cranes; these support the vertical load. Horizontal beams and steel girders are then placed at a 90 degree angle to the vertical columns, these hold the building together. Exterior walls merely enclose the structure, and are constructed by attaching panels of material such as glass or metal to the building’s framework. This is often done by bolting them to brackets secured to the floors or support columns.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>constraint</td>
<td>a thing which limits your freedom to do sth (physical/financial/political constraints). syn restriction constrain v.</td>
</tr>
<tr>
<td>comply with sth</td>
<td>obey a rule, order, law, etc. compliance n. (a law, rule, etc.) very strict.</td>
</tr>
<tr>
<td>stringent</td>
<td>satisfy the needs of sth/sth occupant</td>
</tr>
<tr>
<td>meet the needs of sth/sth</td>
<td>a person who lives or works in a particular room or building (residents live or stay in a building, but don’t work in a building).</td>
</tr>
<tr>
<td>rigorous</td>
<td>done carefully and with great attention to detail. syn thorough.</td>
</tr>
<tr>
<td>determine sth</td>
<td>establish sth.</td>
</tr>
<tr>
<td>withstand sth</td>
<td>be strong enough to be unharmed by great heat, cold, pressure, etc. syn resist sth. stand up to sth.</td>
</tr>
<tr>
<td>sway</td>
<td>move slowly from side to side.</td>
</tr>
<tr>
<td>counteract sth</td>
<td>do sth to reduce or prevent the bad effects of sth.</td>
</tr>
<tr>
<td>motion</td>
<td>the act or process of moving (sth can be in motion).</td>
</tr>
<tr>
<td>anchor sth</td>
<td>fix sth firmly in position so that it cannot move.</td>
</tr>
<tr>
<td>reinforced</td>
<td>made stronger, especially by the addition of another material.</td>
</tr>
<tr>
<td>concrete</td>
<td>a mixture of sand, cement, small stones, and water, which forms a hard building material.</td>
</tr>
<tr>
<td>vertical</td>
<td>going straight up or down from a surface.</td>
</tr>
<tr>
<td>load</td>
<td>the amount of weight pressing down on sth (a vertical load).</td>
</tr>
<tr>
<td>beam</td>
<td>a long piece of wood or metal, used to support a weight above.</td>
</tr>
<tr>
<td>girder</td>
<td>a strong metal beam in large buildings.</td>
</tr>
<tr>
<td>angle</td>
<td>the space between two lines or surfaces that join (angle sth v move or position sth so it is not straight; it is at an angle).</td>
</tr>
<tr>
<td>bolt sth to sth</td>
<td>fasten sth to sth with a bolt (= a long piece of metal).</td>
</tr>
<tr>
<td>bracket</td>
<td>a piece of metal or wood fixed to a wall to support sth.</td>
</tr>
</tbody>
</table>

Remember to test yourself.
Circle the odd one out.

1. a) restriction  b) compliance  c) constraint
2. a) stringent  b) rigorous  c) thorough
3. a) beam  b) girder  c) bracket
4. a) motion  b) anchor  c) sway
5. a) counteract  b) determine  c) establish
6. a) withstand  b) resist  c) comply
7. a) angle  b) concrete  c) steel
8. a) occupant  b) constraint  c) resident
9. a) panels  b) crane  c) footings
10. a) bracket  b) bolt  c) load

Replace the underlined word(s) with a single word of similar meaning.

1. We haven’t managed to determine the extent of the damage.
2. The building is moving from side to side.
3. You can’t do anything once it is in motion.
4. We hope the structure will be able to stand up to the pressure.
5. They hope this will satisfy the needs of the planners.
6. Most architects have to operate with various financial restrictions.
7. Basically, the fence comprises six rectangular pieces of wood.
8. We need to firmly fix it to the ground.
9. High-rise buildings have to comply with very strict fire regulations.
10. They have very thorough tests before they are given the go-ahead.

Complete the texts with suitable words.

With a skyscraper, the effects of the wind are a greater problem than the weight of the structure, so designers have to ensure that the building can (1) ________ strong winds, and will not (2) ________ enough to cause the (3) ________ physical or emotional discomfort.

In the design, engineers will have to (4) ________ whether the steel (5) ________ are strong enough to support the vertical (6) ________. If not, engineers will have to (7) ________ the pressure of the weight, and one common method is to add more (8) ________ concrete around the supports in order to stiffen the central core of the building.

Remember to test yourself
Electronic messaging

**Text Language Guidelines**
- **NB Abbreviations in text messaging are changing all the time.**
- **VOWELS** are often removed, e.g. **WKND** = weekend,
  **sry** = sorry, **pls** = please,
  **xln** = excellent, **thx/thnx** = thanks, **msg** = message,
  **spk** = speak, **yr** = your or you're
- **WORDS** can be omitted, especially articles, prepositions, and pronouns.
- **SINGLE LETTERS** replace words with the same sound:
  **b** = be, **c** = see, **d** = the, **n** = in or and, **r** = are, **u** = you
- **SINGLE NUMBERS** replace words and parts of words with the same sound:
  **8** = ate, e.g. **GR8** = great, **br** = later, **4** = for, **s** = some, e.g. **b4** = before, **2** = to, too
- **/ is used to show missing letters, e.g. w/ = with, w/o = without, s/t = something.**
- **COMMON ABBREVIATIONS** (also used in chatrooms and email)
  **2day, Nite, 2moro** = today, tonight, tomorrow

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>tyl</em></td>
<td>talk to you later</td>
</tr>
<tr>
<td><em>asap</em></td>
<td>as soon as possible</td>
</tr>
<tr>
<td><em>bfm or bfn</em></td>
<td>bye for now</td>
</tr>
<tr>
<td><em>hand</em></td>
<td>have a nice day</td>
</tr>
<tr>
<td><em>cbr</em></td>
<td>see you later</td>
</tr>
<tr>
<td><em>fyi</em></td>
<td>for your information</td>
</tr>
<tr>
<td><em>atb</em></td>
<td>all the best</td>
</tr>
<tr>
<td><em>brw</em></td>
<td>by the way</td>
</tr>
<tr>
<td><em>lol</em></td>
<td>lots of love or laughing out loud</td>
</tr>
<tr>
<td><em>lmho</em></td>
<td>in my humble opinion</td>
</tr>
<tr>
<td><em>humorous</em></td>
<td>= in my opinion (though I am not an important person)</td>
</tr>
<tr>
<td><em>x</em></td>
<td>kiss</td>
</tr>
<tr>
<td><em>myob</em></td>
<td>mind your own business</td>
</tr>
<tr>
<td><em>iirc</em></td>
<td>if I remember/recall correctly</td>
</tr>
<tr>
<td><em>got</em></td>
<td>(I've) got to go (now)</td>
</tr>
<tr>
<td><em>proply or prbly</em></td>
<td>probably</td>
</tr>
</tbody>
</table>

- **EMOTICONS** (you have to read some of these sideways by turning your head to the left)
  🤓 or 😊 = happy or amused (a smiley)
  😟 = crying (showing you are sad)
  😂 = laughing (showing you are happy)
  😐 = not happy or displeased
  😷 = joyful or confused
  🤫 = my lips are sealed (I won't tell anyone)

---

**Glossary**

- **mind your own business**
  - A rude way of telling sb not to ask questions about or get involved in sth you don't want them to know about. Syn it's none of your business.
- **sideways**
  - To, towards, or from the side.
- **wink (at sb)**
  - See picture
- **seal sth**
  - Close sth very firmly so that nothing can get in or out.
1. Cross out any wrong words. Write the correct word(s) at the end.

1. imho = in my humorous opinion
2. btw = by the weekend
3. fyi = for your interest
4. hand = have a nice drink
5. (: = unhappy or tired
6. tyyl = turn to you later
7. 2day = two days
8. lol = lots of laughs
9. :) = my letters are sealed
10. :O = doubtful or concerned
11. myob = make your own business
12. irc = if I read correctly

2. Translate the messages into standard English.

Hi, thx 4 yr mag. R u goin 2 c Sally ths wknd? Pls giv her lol :) Alice

Hi cn u tone me asap? S/t important 2 tel u! ;x atb Suzie

Dinn lst nite wz xnt. trn © Will u b n 2nite?
Hope 2 cu BB Joe

Cld u spk 2 yr dad b4 d wknd? Irc he will b n 2moro. Lol Steffi

Sry bt im prolly goin 2 b lb 4 d mtng. Wil mg u w/ mor info lb. Sbrt w/o me. Bfn Zoe

3. Write these words or phrases in text messaging language.

- today 2day
- great _
- thanks __
- see you later ___
- in my humble opinion __________
- excellent __________________
- before ___________
- lots of love __________
- without ___________
- I won’t tell anyone __________
- tomorrow __________
B Common abbreviations

The abbreviations used here in spoken English are all pronounced as individual letters.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Written English</th>
<th>Spoken or written abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>sae</td>
<td>stamped (self-addressed envelope)</td>
<td>B &amp; B, bed and breakfast = a small hotel and the service provided.</td>
</tr>
<tr>
<td>PS</td>
<td>postscript (written at the end of a letter to add extra information)</td>
<td>closed-circuit television, often used in a building to prevent crime.</td>
</tr>
<tr>
<td>encl.</td>
<td>document(s) enclosed</td>
<td>CEO, chief executive officer</td>
</tr>
<tr>
<td>incl.</td>
<td>in (in advertisements) included / including, e.g. batteries not inc. inclusive, e.g. 12–24 June incl.</td>
<td>PC, politically correct (of language or behaviour) aiming to avoid offending anyone, e.g. It's more PC to refer to old people as elderly.</td>
</tr>
<tr>
<td>att or ffo</td>
<td>for the attention of, e.g. Sales Dept</td>
<td>HQ, headquarters = the main offices of an organization.</td>
</tr>
<tr>
<td>PTO</td>
<td>please turn over</td>
<td>ETA, estimated time of arrival</td>
</tr>
<tr>
<td>RSVP</td>
<td>(on invitations) please reply (from French 'Répondez s'il vous plaît!')</td>
<td>IQ, intelligence quotient = a measure of sb's intelligence using special tests (a high/low IQ).</td>
</tr>
<tr>
<td>c/o</td>
<td>care of (used on a letter to sb staying at another person's house)</td>
<td>TLC, tender loving care = the sympathy and support you show sb to make them feel better.</td>
</tr>
<tr>
<td>NB</td>
<td>used to make sb notice some important information (from Latin 'nota bene')</td>
<td>DIY, do-it-yourself = home repairs and decoration you do yourself rather than paying sb to do it.</td>
</tr>
</tbody>
</table>

4 True or false? Write T or F.

1. You use NB to highlight something. T
2. You write your address on an sae. T
3. Big companies usually have an HQ. T
4. 'incl.' and 'enc.' mean the same. F
5. You see ETA on travel information. T
6. PTO means 'please take over'. T
7. RSVP means 'tell me if you can come'. T
8. You have to pay someone for DIY. T

5 Complete the texts with suitable abbreviations.

Mary Collins, (1)
Mr and Mrs E. Brooks,
34 Sydney Hill,
Devon
TX7 5GN

Jeff Sergeant,
DELA,
87 Riverside,
Milton Keynes
MK3 2AJ

...a room reservation for 12–<14> July
(5), i.e. leaving 15 July...

See you soon, love Mina
(2) Nearly forgot - Jackie's pregnant again!

As requested, I have enclosed an (4) for further details of the campaign.

6 Complete the sentences with suitable abbreviations.

1. He has risen through the company to become the ____________ - with all the stress that entails.
2. She's quite hard of hearing - which is a more ____________ way of saying 'deaf'.
3. He's had a terrible time - he really needs a bit of ____________ - Let's invite him for a drink.
4. We found a gorgeous little ____________ in a remote village. The owners were really kind.
5. I'm sure they'll get the pickpocket - there is ____________ all over the town.
6. Just having a high ____________ doesn't mean you'll be any more successful than anyone else.

186 WRITTEN ENGLISH

Remember to test yourself
Review: Written English

Unit 67

1. Find five pairs of synonyms in the box.

straightforward  complicated  abrupt  unnecessary  brusque
convoluted  easy to understand  relevant  superfluous  pertinent

more words: indent, pompous, waffle, to whom it may concern

Unit 68

1. Complete the table with a formal link word and its less formal equivalent.

Formal link word(s)  Less formal equivalent

more words: nonetheless, likewise, herewith, herein

Unit 69

1. Complete the tables.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>evaluate</td>
<td>hypothesis</td>
</tr>
<tr>
<td>condemn</td>
<td>justification</td>
</tr>
<tr>
<td>assert</td>
<td>example</td>
</tr>
<tr>
<td>summarize</td>
<td>outline</td>
</tr>
</tbody>
</table>
2 Yes or no? Write Y or N.
1. If someone committed a serious crime, would most people condone it? ______
2. If you adopt a stance, do you sit on the fence? ______
3. If you explore an issue, do you analyse it? ______
4. If you write a narrative, does it need to be coherent? ______
5. If you highlight an issue, do you condemn it? ______
6. If someone has a good command of English, do they use appropriate register? ______
7. If you have to outline an argument, should you give a lot of detail? ______
8. If you write a discursive essay, are you producing an outline of a story? ______

A. More words: account for sth, cross-reference, cite your sources, plagiarise, elucidate, acknowledgements

Unit 70

1 Complete the crossword. The letters in the grey squares spell out another word. What is it, and what does it mean?

1. portray someone or something in a piece of writing
2. communicate ideas and feelings to someone
3. a kind willingness to forgive someone you have power over
4. express or show an idea or quality
5. strange and difficult to understand
6. a complete loss of power, money, etc.
7. a description of someone or something in a piece of writing
8. the main character in a book, film, etc.
9. be disloyal to someone who trusts you in a way that hurts them
10. a summary of something longer, like a book or film

B. More words: parody, allusion, analogy, understatement, anticlimax, flashback

Unit 71

1 One word is either wrong or missing in these definitions. Make any necessary corrections.
1. A phenomenon happens or exists, and is usually fully understood. __________
2. A procedure is a way of describing something. __________
3. A cell is the largest unit of living matter that can exist. __________
4. Someone who is biased is not influenced by their feelings and opinions. __________
5. In biology, mutation is a process in which genetic material changes when it is passed on. __________
6. If you replicate something, you replace it. __________
7. If you repel something, you unsuccessfully fight something that is attacking you. __________
8. A conviction is a weak opinion or belief. __________
2 Complete the sentences using the correct form of the word in capitals.

1. We can only ______________ at this point. HYPOTHESIS
2. This disease is often ______________ . HEREDITY
3. We will ______________ the information carefully. SCRUTINY
4. They think it’s a ______________ gene. DEFECT
5. Her views are objective and completely ______________ . BIASED
6. We need ______________ of these details. VERIFY
7. It doesn’t guarantee ______________ . IMMUNE
8. It’s a branch of ______________ science. MOLECULE

Unit 72

1 One word is missing in each sentence. What is it, and where does it go?

1. The central core of a building is often made of reinforced ______________ .
2. Large steel are placed between the vertical columns to hold the building together. ______________ .
3. The exterior walls are made by attaching made of glass or metal to the building ______________ .
4. Skyscrapers undergo rigorous tests to whether they can withstand high winds ______________ .
5. All support beams are lifted by and then put in place. ______________ .
6. The design has to with strict safety regulations before construction begins ______________ .
7. All buildings have to conform to physical imposed by climate and geology ______________ .
8. Mechanical devices may be added to or resist motion ______________ .
9. All construction has to go through the most safety checks ______________ .
10. The building’s support columns are usually in the footings ______________ .

Unit 73

1 What do these abbreviations stand for?

1. B & B = ______________ 5. DIY = ______________ 9. FAO = ______________
2. PTO = ______________ 6. CEO = ______________ 10. IQ = ______________
3. HQ = ______________ 7. PC = ______________ 11. ETA = ______________
4. CCTV = ______________ 8. C/O = ______________ 12. TLC ______________

more abbreviations: A & E, AGM, AOB, DOB, IMF, WHO, YHA, VSO, VIP
74 I can use prefixes

A Mis-, inter-, ill-

Prefix | Word and meaning | Other words
---|---|---
Mis- = badly (ly) or wrongly | miscalculate sth estimate a time. amount, etc. wrongly. misconception a concept (= idea) which is not based on correct information or is not clearly understood. misconceived adj. misprint a small mistake, e.g. a spelling mistake in a book, paper, etc. misjudge sth/sh make a wrong judgement about sth or sb, misfire (of a plan or joke) go wrong. | misdiagnose sth be wrong about what illness sb has. misinform sb (about sth) give sb the wrong information about sth. mismanage sth manage or deal with sth badly. svs mishandle sth. mislay sth lose sth for a time. svs misplace sth. mistreat sth/sh treat sth/sh in a bad or cruel way.
Inter- = between: from one to another | interaction the activity of being with and talking to people; the way that people react to each other. interact (with sb) v. | interdependent consisting of parts that depend on each other. interrelated (of two things) closely related and affecting each other.
Ill- + adverb = badly (ill- is an adverb but can act like a prefix) | ill-informed having little or no knowledge of sth. ill-prepared badly planned or organized. | ill-treated treated in a cruel or unkind way. ill-advised not sensible; likely to have a bad effect.

1 Cover the table. Write the prefixes.

<table>
<thead>
<tr>
<th>action</th>
<th>dependent</th>
<th>lay</th>
</tr>
</thead>
<tbody>
<tr>
<td>conception</td>
<td>treat</td>
<td>advised</td>
</tr>
<tr>
<td>diagnose</td>
<td>fire</td>
<td>related</td>
</tr>
<tr>
<td>prepared</td>
<td>informed</td>
<td>judge</td>
</tr>
</tbody>
</table>

2 Complete the sentences on the right using a word beginning with mis-, ill-, or inter-.

1 I was given inaccurate information. I was ______.
2 They dealt with the situation badly. The situation was ______.
3 The animals were handled in a cruel manner. The animals were ______.
4 She hardly knew anything about the topic. She was ______.
5 Someone lost the documents. The documents were ______.
6 The newspaper's full of typing mistakes. The article was full of ______.
7 Most people's ideas about it are wrong. Most people's ideas are ______.
8 They didn't identify the illness accurately. The illness was ______.
9 I thought I had enough, but I got it wrong. I thought I had enough, but I ______.
10 The two things affect one another. The two things are ______.

Remember to test yourself
**Prefix** | **Example** | **Other words**
---|---|---
**re-** | again: We need to reappraise the idea. = examine the idea again to see if it needs changing. syn: reassess. | refuel: put more fuel in a plane.
rewrite: reconstruct. reinvent. retell
**de-** | 1 indicating reversal or removal: That is now declassified information. = officially no longer secret.
classified: We have classified the information. = we have made it official. |
dependent (of an area) from which all or most of the people have moved away.
capitalize: depopulated: of an area from which all or most of the people have moved away.
decentralize: desynchronize: decaffeinated: with the caffeine removed.

**de-** | 2 indicating reduction: The currency was devalued. = the value of the currency was officially reduced. | depreciate: become less valuable over time.

**anti-** | 1 opposed to: We went on an anti-war demonstration. = opposed to war. | anti-racism: anti-drugs policy: anti-virus software

**anti-** | 2 preventing: curing: He took anti-inflammatory drugs: = used to reduce swelling and pain. | anti-depressants: drugs used to treat depression.

**over-** | indicating 'too much/much' | Why do airlines overbook flights? = sell more tickets than are in fact available.
overrate: If she is overrated, it is believed by some people to be better than it is. syn: overrated.
overdose: overemphasize: overload

**under-** | indicating 'not enough': The child was undernourished. = unhealthy because of a lack of food. syn: malnourished: underfed. | underprivileged: earning less money and fewer advantages than most people. syn: disadvantaged.

**spotlight: un- and under-**

There is a difference between **un-** and **under-**.
An **unemployed** person doesn’t have a job and an **underemployed** person doesn’t have enough work to do, or their skills are not used fully.
Examples: uncooked: undercooked. undeveloped: underdeveloped. unpaid: underpaid. unemployed: underemployed. sold at a price lower than the real value.

3. Find the end of each word. Circle the ones which can be preceded by **de-**.

4. Circle the correct form(s). Sometimes both words are correct.
1. unsold / undersold
2. underprivileged / disadvantaged
3. anti-war / overwar
4. underrated / overrated
5. unprivileged / underprivileged
6. unpaid / underpaid

5. Complete the dialogues.
1. Will this cream reduce the swelling? = Yes, it's
2. Is there enough work for Joe in the factory? = No, he's rather
3. Has the painting gone up in value? = No, sadly it has actually
4. I keep getting computer viruses. = You need some
5. We should consider that plan again. = I agree; it's time to it.
6. My chicken's still red in the middle. = Don't eat it = they've it.
7. Why was she rushed to hospital? = She was on drugs and took an
8. That child is terribly thin, isn't he? = Yes, if you ask me, he's

Remember to test yourself
I can use suffixes

A -ize and -ify

The suffixes -ize (also -iser) and -ify are added to adjectives and nouns to form verbs, indicating 'become or make something like' (the adjective or noun). Adding -ify may change the spelling of the verb.

<table>
<thead>
<tr>
<th>Noun/Adj</th>
<th>Example with -ize</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>legal adj</td>
<td>People want to legalize drugs.</td>
<td>make sth legal.</td>
</tr>
<tr>
<td>nation n</td>
<td>The government is planning to nationalize the railways.</td>
<td>put an industry or company under the control of the government. see privatize.</td>
</tr>
<tr>
<td>vandal n (person)</td>
<td>Youths have vandalized the bus shelter.</td>
<td>damage or destroy sth for no reason. see vandalism.</td>
</tr>
<tr>
<td>character n</td>
<td>The coastline is characterized by very steep cliffs.</td>
<td>give sth its typical quality or feature. see characteristic.</td>
</tr>
<tr>
<td>visual adj</td>
<td>I can't visualize what the room will look like.</td>
<td>form a picture of sth in your mind. see imagine.</td>
</tr>
</tbody>
</table>

Also: economize, popularize, modernize, personalize, commercialize, finalize, specialize, industrialize, socialize, generalize, familiarize, itemize, equalize, standardize, symbolize

<table>
<thead>
<tr>
<th>Noun/Adj</th>
<th>Example with -ify</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>intense adj</td>
<td>The news has intensified speculation that the chairman may resign.</td>
<td>intense (of feelings) very strong. If you intensify sth, you make it greater in strength or degree. see heighten sth.</td>
</tr>
<tr>
<td>solid n, adj</td>
<td>When the liquid cools, it solidifies.</td>
<td>become solid or make sth solid.</td>
</tr>
<tr>
<td>pure n</td>
<td>These tablets purify the water.</td>
<td>If sth is pure it isn't mixed with anything. If you purify sth, you remove any dirty substances to make it pure.</td>
</tr>
<tr>
<td>quantity n</td>
<td>You can't quantify how much I need.</td>
<td>express sth as an amount or number.</td>
</tr>
<tr>
<td>peace n</td>
<td>One of the men tried to pacify the angry crowd.</td>
<td>make sb who is angry become quiet and calm. see placate sth.</td>
</tr>
</tbody>
</table>

Also: electrify, simplify, identify, exemplify (= give examples), clarify (= make sth clear)

1 What are the verbs related to these nouns or adjectives?

| 1 character | 4 symbol | 7 electric |
| 2 solid | 5 legal | 8 peace |
| 3 clear | 6 industrial | 9 example |

2 Replace the underlined words with a verb ending in -ize or -ify in the correct form.

1 We will all have to spend less money.
2 The presence of the police heightened the tension in the crowd.
3 After all these years, I can't imagine what his sister will look like.
4 All the bus shelters have been damaged by gangs of youths.
5 The promise of action did not placate the angry demonstrators.
6 We need to remove any dirty or harmful substances from the water.
7 First they nationalized the railway, now they plan to sell it off.
8 Can we express an amount how much damage has been done?
ABOUT YOUR COUNTRY Write your answers or ask another student.

Has your government recently nationalized or privatized any industries? 

Do you have much vandalism? What things are vandalized? 

Is there currently anything against the law that you would like to legalize? 

Does your country specialize in making any particular type of product? If so, what? 

- proof, - free

- proof means safe against the thing mentioned, e.g. a waterproof coat doesn’t let water through; a soundproof room doesn’t let sound through; a bullet-proof vest (see picture) protects the wearer from bullets (also bullet-proof armour/windows).

- free means without the thing mentioned, e.g. if you buy duty-free cigarettes you don’t have to pay duty (= tax); a trouble-free life is a life without worry or anxiety.

Choose the best noun from the right for each of the adjectives on the left.

trouble-free _______ tax-free _______ room _______ perfume _______

soundproof _______ foolproof _______ locks _______ life _______

childproof _______ duty-free _______ income _______ method _______

Complete the sentences with a suitable word.

1. If you’re doing some cooking, use the other dishes, these aren’t _______.
2. You can buy most fridges and freezers with _______ credit.
3. Anyone can use this machine: it’s _______.
4. Famous people sometimes travel in cars with _______ windows for security.
5. You need to make sure that any savings you have are _______.
6. My feet are wet. These boots aren’t _______.

Remember to test yourself

ASPECTS OF LANGUAGE

193
# Noun + preposition

<table>
<thead>
<tr>
<th>Noun</th>
<th>Example with a preposition</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>excerpt</td>
<td>She’s reading an excerpt from her latest novel.</td>
<td>a short piece taken from a book, piece of music, etc. <strong>syn</strong> extract (from a film it is a <em>clip</em>).</td>
</tr>
<tr>
<td>remedy</td>
<td>What’s the remedy for this crisis? It is used as a remedy for colds.</td>
<td>1 a way of dealing with a problem. <strong>syn</strong> solution. 2 a treatment to cure an illness, reduce pain, etc.</td>
</tr>
<tr>
<td>aptitude</td>
<td>I have no aptitude for languages.</td>
<td>a natural skill or ability in doing sth.</td>
</tr>
<tr>
<td>restriction</td>
<td>Are there restrictions on parking here?</td>
<td>a law or rule that limits what you can do, or what can happen.</td>
</tr>
<tr>
<td>compilation</td>
<td>The CD is a compilation of her best singles.</td>
<td>different items, especially music or writing, that are brought together in a performance, CD, or book.</td>
</tr>
<tr>
<td>disregard</td>
<td>He shows a complete disregard for his own safety.</td>
<td>a lack of care or concern about sth (you can also have no regard for sth).</td>
</tr>
<tr>
<td>complex</td>
<td>He has a complex about his nose.</td>
<td>an abnormal worry or concern about sth.</td>
</tr>
<tr>
<td>substitute</td>
<td>You can use honey as a substitute for sugar.</td>
<td>a thing that you use or have instead of the one you usually use or have.</td>
</tr>
<tr>
<td>grudge</td>
<td>He has a grudge against his boss.</td>
<td>a feeling of dislike for sb because of sth they have done to you.</td>
</tr>
<tr>
<td>involvement</td>
<td>They have some involvement with a number of companies.</td>
<td>the act of participating in sth.</td>
</tr>
<tr>
<td>ban</td>
<td>There’s a total ban on smoking.</td>
<td>a rule that says sth is not allowed.</td>
</tr>
</tbody>
</table>

## Spotlight

Control of/over sth/sth

You can **gain/keep/lose** control of sth/sth. The army has **gained control** of the city.

You can also have **control over** sb/sth. The parents have **no control over** their children.

### 1 Circle the correct word.

1. a grudge for / against someone  
2. a ban on / of alcohol  
3. a substitute for / of something  
4. a complex on / about something  
5. have control over / about something  
6. an aptitude for / about something  
7. a disregard of / for something  
8. involvement with / for something  
9. an extract from / for something  
10. a remedy for / of something

### 2 Complete the sentences with a suitable noun.

1. He’s a thoughtless man, and has absolutely no ________ for other people’s feelings.
2. The album is largely a ________ of her old songs.
3. I had to read an ________ from her autobiography.
4. Barry has had a ________ against me ever since I was promoted over him.
5. I’ve never had an ________ for figures or mental arithmetic.
6. They showed a couple of ________ from Almodovar’s latest film.
7. Is there any ________ on the number of books we can borrow from the library?
8. She’s lost ________ of the movement in her left arm.
B Adjective or verb + preposition

Having embarked on industrial action, the air traffic controllers are now intent upon causing maximum disruption, and most flights will be subject to long delays.

Problems may stem from the fact that a new computer isn't always fully compatible with existing equipment, and people may have to learn to live with this.

Some of the workers remain stubbornly resistant to change, but they are no longer representative of the majority, who now seem reconciled to the new proposals.

The way these women are dependent on their husbands, and still subservient to them, is reminiscent of life in the 19th century.

Glossary

<table>
<thead>
<tr>
<th>Embark on sth</th>
<th>start to do sth new or difficult.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent upon/on sth</td>
<td>determined to do sth, likely to be affected by sth, especially sth bad.</td>
</tr>
<tr>
<td>Subject to sth</td>
<td>be the result of sth.</td>
</tr>
<tr>
<td>Stem from sth</td>
<td>able to be used with sth or exist with sb without causing problems.</td>
</tr>
<tr>
<td>Compatible with sth/sb</td>
<td>accept an unpleasant situation.</td>
</tr>
<tr>
<td>Live with sth</td>
<td>opposed to sth and trying to stop it happening.</td>
</tr>
<tr>
<td>Representative of sth/sb</td>
<td>typical of a particular group or thing.</td>
</tr>
<tr>
<td>Reconciled to sth</td>
<td>able to accept a bad situation that you cannot change.</td>
</tr>
<tr>
<td>Dependent on sb/sth</td>
<td>resigned to sth, needing sb/sth in order to survive or be successful.</td>
</tr>
<tr>
<td>Subservient to sb</td>
<td>always obeying sb and doing what they want.</td>
</tr>
<tr>
<td>Reminiscent of sth/sb</td>
<td>tending to remind people of sth/sb.</td>
</tr>
</tbody>
</table>

3 Match 1–6 with a–f.

1. He's a representative ...  a. on a new venture.
2. The times are subject ...  b. with each other.
3. They plan to embark ...  c. upon winning the competition.
4. The two are not compatible ...  d. of the group.
5. He is still intent ...  e. from the earlier injury.
6. The difficulties stem ...  f. to change.

4 Complete the dialogues with a suitable word.

1. Would you say he's typical? ~ Yes, he's fairly _______ of the group.
2. Does he need Marion? ~ Yes, he's completely _______ on her.
3. Does she do whatever he tells her? ~ Yes, she's totally _______ to him.
4. Do they accept the changes? ~ I think they're _______ to them now.
5. He's determined to succeed, isn't he? ~ Yes, he seems _______ on pursuing his goals.
6. Are the trains running on time yet? ~ No, they're still _______ to delays.
7. He can't change his situation, can he? ~ No, he'll just have to _______ with it.
8. They hate any kind of change. ~ Yes, they're extremely _______ to it.
9. Why don't they get on with each other? ~ It _______ from a row they had ages ago.
10. It's quite a strange piece of music. ~ Yes, it's _______ of 1980s rock music.
77 I can use prepositional phrases

A A range of prepositional phrases

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did she get the job on merit?</td>
<td>Yes, on balance she was the right choice.</td>
</tr>
<tr>
<td>The journey must have been boring.</td>
<td>On the contrary, it was fantastic!</td>
</tr>
<tr>
<td>On reflection I wish we'd stayed in London.</td>
<td>Yes, I wouldn't have moved by choice.</td>
</tr>
<tr>
<td>She rings me every day without fail.</td>
<td>She must be very keen on you!</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>Do you have to travel at short notice?</td>
<td>Yes, I get a call and have to leave at once.</td>
</tr>
<tr>
<td>Is that a new camera?</td>
<td>Yes, I got it in exchange for my TV.</td>
</tr>
<tr>
<td>There's a job going at the studios.</td>
<td>Yeah, Basil mentioned it in passing.</td>
</tr>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>I can't be bothered to cook.</td>
<td>Well, at the very least, have a burger.</td>
</tr>
</tbody>
</table>

Glossary

- **on merit**: according to how good sb is, and for no other reason.
- **on balance**: after considering all the facts.
- **on the contrary**: used for emphasizing that sth is true even though it is the opposite of what has been suggested.
- **on reflection**: after thinking carefully about sth.
- **by choice**: as a thing you have chosen.
- **without fail**: I always. 2. When you tell sb to do sth without fail, you are telling them they must do it (*Be here by 10.00 without fail!*).

1 Circle the correct word.

1. He came in / at a moment's notice.
2. On / In balance, that's the best one.
3. She mentioned it on / in passing.
4. He comes every day without fail / failing.
5. She got the job in / on merit alone.
6. We have to leave right way / away.
7. No, on / in the contrary, we loved the show!
8. She got it in exchange / change for a favour.

2 Complete the sentences using words from left and right.

<table>
<thead>
<tr>
<th>at</th>
<th>on</th>
<th>at</th>
<th>by</th>
</tr>
</thead>
<tbody>
<tr>
<td>without</td>
<td>on</td>
<td>at</td>
<td>in</td>
</tr>
</tbody>
</table>

| once | fail | exchange for | balance | at short notice | at once | with very little warning (also at a moment's notice), immediately, straightaway. |
| in exchange | for sth | in passing | at the very least |

1. I drive to work, but I'd never do it ________ if I could avoid it.
2. You should take the dessert out of the freezer and serve it ________
3. I thought I understood it, but ________ I realized it was more complicated.
4. They should give me my money back or ________ offer to exchange the shoes.
5. We're offering her a free room in our house ________ looking after our child.
6. I need you to finish this project by tomorrow morning, ________
7. It may be difficult to find someone to do the job ________, but we'll try.
8. I would say that, ________, the best thing is to do nothing for the moment.
More phrases

GOVERNMENT OUT OF TOUCH WITH PUBLIC MOOD

Road named in honour of Nelson Mandela

Giant insurance firm under investigation for fraud

GENE THERAPY TRIAL ON HOLD

Statue unveiled in memory of Mother Theresa

Couple found in possession of cocaine

New shopping centre under construction

Traffic flow improved by means of better public transport

UNIONS WORK HARD TO KEEP GOVERNMENT IN OFFICE

Film release delayed out of respect for bereaved family

**Glossary**

- **out of touch (with sth)**: no longer having recent knowledge or information about sth. e.g. out of touch (also out of luck, out of sight).
- **in honour of sb/sth**: in order to show respect and admiration for sb or sth.
- **giant**: of a company; very large and successful.
- **on hold**: delayed until a later time or date.
- **in memory of sb/sth**: in honour of, and to remind people of, sb who has died.
- **in possession of sth**: having or holding sth.
- **by means of sth**: with the help of sth.
- **in office**: in a position of authority, especially in government (also in power, in danger, in trouble).
- **out of respect (for sb)**: because of consideration and respect felt for sb.
- **bereaved**: a close friend or relative has recently died.

**Spotlight**

- **Under** can mean 'in the process of something', e.g.: under investigation (in the process of being investigated), under discussion, under construction, under attack.

3 Tick the words which are possible. One, two, or three may be possible.

1. The government has been in power out of touch in office for years.
2. Following the attack, several men are now under investigation under suspicion on hold.
3. The suspect was found in possession of by means of in honour of stolen goods.
4. I attended the ceremony in honour of out of respect for in memory of those who died.
5. She is in touch out of luck out of sight with the feelings of the general public.

4 One word is missing from each line. What is it, and where does it go? Write it at the end.

1. We have had to put our holiday plans on for the moment because of work.
2. Out respect for the bereaved family, hundreds turned up at the funeral.
3. I'm afraid I can't help as I'm really out of with this area of research.
4. The demonstrators will be in serious if the army starts to attack them.
5. The multi-storey car park has been construction for six months.
6. He works for a engineering company; it's a multinational and doing very well.
7. She opened the can by of a special device designed for the disabled.
8. We caught a glimpse of the rabbit before it ran of sight into the bushes.

1 Remember to test yourself

ASPECTS OF LANGUAGE 197
78 I can use a range of adjectives

A Synonyms and opposites

Marcus Campton was nearing the end of a distinguished career. He was a man of exceptional talent, and had been one of the most eminent lawyers of his generation, but he felt perplexed and uneasy as he considered his latest case. This Mubutt is a bizarre character, I’ll admit, and his story is somewhat implausible, remarked Campton to his army of admiring young colleagues. ‘But is it really conceivable that he could kill his young wife and daughter?’ Campton had defended wicked men in the past, but now the prospect of it made him feel quite dejected. He sat down with a heavy heart.

Glossary

- distinguished: successful, and admired and respected by others. 
  - synonymous with illustrious.
- exceptional: unusually good, s.v. outstanding.
- perplexed: confused because you are unable to understand sth. synonymous with puzzled, baffled.
- bizarre: very strange and unusual, s.v. weird.
- implausible: not reasonable or likely to be true. synonymous with unbelievable.
- conceivable: able to be imagined or believed; possible, synonymous with conceivable.
- wicked: bad and morally wrong, synonymous with evil.
- dejected: unhappy and depressed, synonymous with despondent.

1 Circle the correct word(s). Sometimes both words are correct.

1. No one knows why he made that decision. We were all rather dejected/perplexed.
2. After the mistakes we’ve made, it’s conceivable/inconceivable we’ll lose the election.
3. It was an unusual story, but it sounded quite plausible/convincing.
4. Al Capone was a notorious/an infamous American gangster.
5. I couldn’t tell you what the film was about; it was exceptional/bizarre.
6. Two of my uncles had illustrious/distinguished careers in the navy.

2 Write the answers.

1. a synonym for infamous
2. a synonym for evil
3. the opposite of convincing
4. a synonym for perplexed
5. the opposite of conceivable
6. a synonym for weird
7. the opposite of plausible
8. a synonym for dejected
9. a synonym for illustrious
10. a synonym for outstanding

3 Complete the words in the sentences.

1. He was a w________ man and responsible for the death of many innocent people.
2. She looked very d________ when I saw her this morning, after the defeat yesterday.
3. She’s an e________ scientist as well as being a well-known writer.
4. I was completely b________ by his directions; I couldn’t understand them at all.
5. He played an o________ game – he was easily the best player on the pitch.
6. There’s a b________ story in the paper about a man who lives underwater.

Remember to test yourself
### Adjectives easily confused

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>concluding</td>
<td>It's in the concluding chapter.</td>
<td>(of the final chapter/section of sth) ending, showing sth to be definitely true.</td>
</tr>
<tr>
<td>conclusive</td>
<td>Do we have conclusive proof?</td>
<td></td>
</tr>
<tr>
<td>tasteful</td>
<td>The room was very tasteful.</td>
<td>(especially of clothes, furniture, etc.) attractive and of good quality.</td>
</tr>
<tr>
<td>tasty</td>
<td>The soup was very tasty.</td>
<td>having a pleasant taste (tasteless is the opposite of tasty and tasteful).</td>
</tr>
<tr>
<td>naked</td>
<td>The child was almost naked.</td>
<td>not wearing clothes.</td>
</tr>
<tr>
<td>nude</td>
<td>She posed as a nude model for Picasso.</td>
<td>used to talk about the naked human form in art (in the nude = naked).</td>
</tr>
<tr>
<td>bare</td>
<td>They walked in bare feet.</td>
<td>(of a part of the body) not covered by clothes (bare head/arms/legs).</td>
</tr>
<tr>
<td>exhausted</td>
<td>He was exhausted after the run.</td>
<td>extremely tired. <strong>svs worn out.</strong></td>
</tr>
<tr>
<td>exhaustive</td>
<td>It's an exhaustive investigation.</td>
<td>extremely thorough and complete.</td>
</tr>
<tr>
<td>comprehensive</td>
<td>They gave me a comprehensive list of hotels in the area.</td>
<td>including all or almost all the facts or details that may be necessary, able to be understood, <strong>svs incomprehensible, unintelligible.</strong></td>
</tr>
<tr>
<td>comprehensible</td>
<td>It's a clear and comprehensible document.</td>
<td></td>
</tr>
<tr>
<td>invaluable</td>
<td>Her advice was invaluable.</td>
<td>very useful or valuable.</td>
</tr>
<tr>
<td>worthless</td>
<td>That case is worthless.</td>
<td>having no worth or value. <strong>svs valuable.</strong></td>
</tr>
<tr>
<td>childish</td>
<td>He has a childish enthusiasm.</td>
<td><strong>APPROVING</strong> having qualities typical of a child. <strong>DISAPPROVING</strong> behaving in a silly way.</td>
</tr>
<tr>
<td>negligent</td>
<td>They have proved that the doctors were negligent.</td>
<td><strong>FAMIL</strong> not taking enough care over sth you are responsible for, so small as to be of no importance.</td>
</tr>
<tr>
<td>negligible</td>
<td>The damage was negligible.</td>
<td></td>
</tr>
</tbody>
</table>

### 4 Correct the mistakes. Three sentences have no mistakes.

1. In some countries women can't walk around with naked arms.  
2. She was crying just because she lost her pen. That's a bit childish, isn't it?  
3. Police have carried out an exhaustive search for the missing girl.  
4. He wouldn't give me any money for it - he said it was invaluable.  
5. The police found a nude body in the lake.  
6. The fish dish was very tasty.  
7. Someone has scratched the side of my car, but the damage is negligent.  
8. He used naked models in many of his paintings.  
9. We were completely worn out after all that gardening.  

### 5 Complete the adjectival in each sentence.

1. They've done some research but we'll have to wait for a more comp________ study.  
2. She still has a child________ quality about her, which is lovely.  
3. There is no conc________ evidence that Parker was at the scene of the crime.  
4. They carried out an exhaust________ study into the causes of the disaster.  
5. All the decor was very tast________, and it created a charming atmosphere.  
6. The heroine gets killed in the conc________ chapter of the book.  
7. Anyone could follow her instructions: they were clear and comp________.  
8. They found that one of the police officers was neglig________ in his duties.
I can use different types of adverb

A Commenting

A I can’t believe that Martin still commutes to London every day; it’s an awful journey.

B I know. But apparently he really likes his job. And presumably he earns a lot more working in London.

A Yeah, I guess so. But ultimately I think he does it for his career, not the money.

B Well, to be perfectly honest, I think he’s mad.

A Yes, it’s obviously not what we would choose. You want to be able to spend time with your family, naturally, and I wouldn’t commute to London because... well, basically I’m too lazy. But Martin’s different. His career means practically everything to him.

B True. But strangely enough, he wasn’t all that ambitious when we were at school.

Glossary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>apparently</td>
<td>according to what you have heard or read. syn: evidently.</td>
</tr>
<tr>
<td>presumably</td>
<td>used to say that you think sth is probably true.</td>
</tr>
<tr>
<td>ultimately</td>
<td>finally; when everything has been considered.</td>
</tr>
<tr>
<td>to be (perfectly) honest</td>
<td>used when saying what you really think about sth. syn: frankly.</td>
</tr>
<tr>
<td>obviously</td>
<td>used when giving information that you expect other people to know already or agree with. syn: clearly.</td>
</tr>
<tr>
<td>naturally</td>
<td>used to say that sth is normal and not surprising. syn: of course.</td>
</tr>
<tr>
<td>basically</td>
<td>used when giving the most important fact. syn: essentially.</td>
</tr>
<tr>
<td>practically</td>
<td>almost; syn: virtually.</td>
</tr>
<tr>
<td>strangely (enough)</td>
<td>used to show that sth is surprising. syn: oddly/curiously (enough).</td>
</tr>
</tbody>
</table>

1 Replace the underlined word(s) with another word or phrase that keeps the same meaning.

1 Sharon rang a couple of minutes ago. Apparently, the others missed the train. ________________
2 They said the restaurant was always busy, but surprisingly it was almost empty. ________________
3 Virtually all the shops were closed when I got into town. ________________
4 He promised to come, but I would think that he’ll turn up later. ________________
5 We got there early essentially because we weren’t sure when it started. ________________
6 I got her a ticket but, to be perfectly honest, I don’t think she’s interested. ________________

2 Complete the sentences with a suitable word or phrase.

1 I know he won’t be happy, but frankly I don’t care what he thinks.
2 Apparently we can’t get tickets until tomorrow. That’s what he told me.
3 We can say what we think, but ultimately it’s your decision.
4 There are eight of us, so obviously we’ll need two cars.
5 We’re both chefs, so naturally we talk about food quite a lot.
6 I usually feel nervous before I give a talk, but generally I felt fine today.
**B Stating a perspective or viewpoint**

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>commercially</td>
<td>Commercially, the film was a flop, but I really enjoyed it.</td>
<td>= from the point of view of sales or profit. sys financially commercial</td>
</tr>
<tr>
<td>traditionally</td>
<td>Traditionally it was men who went out to work, but that's changing.</td>
<td>= according to past custom. traditional adj.</td>
</tr>
<tr>
<td>logically</td>
<td>Logically, we should consult a lawyer if there is a legal problem.</td>
<td>= if we are to act sensibly and with sound reasons. logical adj. logic n.</td>
</tr>
<tr>
<td>socially</td>
<td>Socially, it's good for children to mix with other kids in a playgroup.</td>
<td>= from the point of view of making friends. social adj.</td>
</tr>
<tr>
<td>realistically</td>
<td>Realistically, people won't give up their cars unless public transport is greatly improved.</td>
<td>= if we are sensible about what can be achieved, we have to conclude that ... realistic adj.</td>
</tr>
<tr>
<td>officially</td>
<td>Officially, we can't go in until 10 a.m., but they might open earlier.</td>
<td>= according to the rules, or what we have been told. or unofficially.</td>
</tr>
<tr>
<td>indirectly</td>
<td>The changes aren't aimed at us, but we will be affected indirectly.</td>
<td>= as an additional effect or consequence. or directly.</td>
</tr>
<tr>
<td>technically</td>
<td>Technically her performance was very good, but I didn't personally enjoy it.</td>
<td>= from the point of view of her technical skill. technical adj. technique n.</td>
</tr>
<tr>
<td>physically</td>
<td>Physically the work isn't difficult ... but mentally it's very tough.</td>
<td>= considering the effect on the body. = considering the effect on the mind.</td>
</tr>
<tr>
<td>mentally</td>
<td>Theoretically we could still lose the championship.</td>
<td>used to say that s.th. could possibly happen or be true, but is unlikely.</td>
</tr>
<tr>
<td>as far as s.th is concerned</td>
<td><strong>As far as money is concerned, we can manage.</strong></td>
<td>used to give facts or an opinion about an aspect of s.th.</td>
</tr>
</tbody>
</table>

**spotlight — speaking**

This word can be added to some adverbs when an area of activity is being defined. Technically speaking, he was good. Financially speaking, it was a disaster.

3 Replace the underlined words with a single adverb.

1 According to the rules, nobody is allowed in without a ticket.
2 In terms of the profit we made, the festival was a great success.
3 In terms of what we can actually achieve, 80 per cent is probably the maximum.
4 For the good of society, this legislation will bring considerable improvements.
5 In terms of technique, she is very competent.
6 It's reasonable and sensible that the money should be divided between her sons.
7 It is possible that we could work on Sunday, but we'd be exhausted.
8 It's the custom that the festival is held on the last weekend in May.

4 Complete the sentences with a suitable word or phrase.

1 As far as the environment is concerned, it could be very damaging.
2 Physically the job is quite easy but it demands a lot of concentration.
3 The job cuts are in a different department but they will affect us directly.
4 He's a natural athlete, but technically he has a lot to learn.
5 Children sing songs outside people's homes. It happens every year.
6 Money is concerned, it's been quite successful.

Remember to test yourself
C Adverbs with different or overlapping meanings

I worked in the tax office briefly, but it seemed like forever.

I don't know precisely how it happened, but I could see she was truly sorry about it.

She said she did it purely to get experience, but it wasn't strictly true.

The restaurant is invariably full, but it's primarily for tourists.

It wasn't simply my fault; we're both equally responsible.

Things have changed somewhat since I was there, but it's still relatively unspoilt.

Glossary

briefly 1 for a short time; 2 in a few words (be explained briefly).
forever for a long time; for all time (nothing lasts forever).
purely completely and only (purely by chance); syn. simply.
strictly exactly and completely (also used to emphasize that sth must happen in all circumstances: Smoking in the lift is strictly prohibited.).
simply just; only (also, absolutely; He was simply brilliant.).
equally to the same degree (also used to introduce a second point which is as important as the first).
precisely exactly and correctly (also used to emphasize that sth is very true or obvious: He's very young; that's precisely why he needs my help).
truly sincerely (also used to emphasize a particular quality; a truly remarkable man).
invariably used to emphasize that sth always true or always happens.
primarily mainly, chiefly, predominantly.
somewhat fairly; quite (can be used after a verb or before an adjective).
relatively to a fairly large degree in comparison with sth else.

5 Tick the correct word(s). More than one may be correct.

1. It was relatively ______ strictly ______ somewhat ______ unusual, but not that strange.
2. She studies physics simply ______ equally ______ purely ______ because she enjoys it.
3. I'm not sure she is being strictly ______ precisely ______ equally ______ honest.
4. It's not a huge place but it's invariably ______ relatively ______ precisely ______ big.
5. He spoke relatively ______ briefly ______ chiefly ______ about his childhood.
6. I'm always punctual, but she's precisely ______ invariably ______ primarily ______ late.
7. His voice is simply ______ predominantly ______ truly ______ remarkable.
8. Camping here is truly ______ somewhat ______ strictly ______ forbidden.

6 Complete the sentences with a suitable adverb.

1. She's worked all over the world, but ________ in North and South America.
2. I'm unlucky with the weather. It ________ rains when I go on holiday.
3. She came to stay with us ________ last year; just for a few days.
4. I don't like getting there too early, but ________ I don't want to be late.
5. She's doing well now, but her success won't last ________.
6. I was ________ sorry to hear about her mother's accident.
7. Pawel knows ________ what we need, so he's getting everything.

Remember to test yourself
I can use euphemisms

My neighbour's getting a bit. She's visually impaired and rather hard of hearing. I feel very sorry for her as well because her husband passed away recently and she had to have her cat put to sleep.

It says here that two soldiers were injured during a friendly fire incident. There's nothing 'friendly' about it - just another of those terrible euphemisms, like 'collateral damage'.

spotlight Euphemisms

A euphemism is a mild or less direct word or phrase that people use to refer to something embarrassing or unpleasant, sometimes to make it seem more acceptable than it is, e.g. I don't know what I'd do if anything happened to him (= if he died). Euphemisms often refer to death, war, age, and sex.

Glossary

getting on (a bit)  nr of a person) quite old.
visually impaired  having poor eyesight.
hard of hearing  unable to hear very well.
pass away  die. syn pass on.
put sth to sleep  kill a sick or injured animal with drugs so that it dies without pain. syn put sth down.
downsizing  the dismissing of employees to reduce costs. downsize v.
let sb go  dismiss sb or make them redundant.

not exactly bright  a way of saying that sb is unintelligent (also not exactly clever/practical, etc.).
help yourself to sth  every sth.
destroying steal sth.
friendly fire  if a soldier is killed or injured by friendly fire, they are hit by a bomb or weapon fired by their own side.
collateral damage  death or injury to ordinary citizens, and possibly damage to buildings as well, during the course of a war.

1 Complete the dialogues.

1. Was it a ________ incident? = Yes, hit by weapons from our own side.
   2. She's hopeless at housework. = Yes, she's not exactly ________, is she?
   3. Did he catch what you said? = No, I think he's a bit _______ of ________
   4. Will he lose his job? = Yes, they'll have to _______ him ________
   5. Is your grandmother still alive? = No, she _______ ________ years ago.
   6. There's not much money left. = No, I think Eric's been ________ to it.
   7. Was the dog badly injured? = Yes, I'm afraid they had to ________ it to ________
   8. He can't see very well, can he? = No, he's visually ________

2 Rewrite the sentences using the words in capitals. Make any necessary changes.

1. Did she just take a couple of pens? HELP ________
2. The company is cutting the number of workers. DOWNSIZE ________
3. The animal was killed by the vet. DOWN ________
4. My dog Barty is very stupid. CLEVER ________
5. The president's pretty old. ON ________
6. There were many killed and injured in the bombing. COLLATERAL ________

Remember to test yourself ASPECTS OF LANGUAGE 203
Review: Aspects of language

Unit 74

1 Cross out the wrong answer or answers.
   1. I think he was mis_________.
      a) informed    b) advised    c) understood    d) diagnosed
   2. The children were under___________.
      a) advantaged    b) nourished    c) privileged    d) fed
   3. It’s an anti__________ march.
      a) drugs    b) racism    c) war    d) virus
   4. The two things are inter___________.
      a) dependent    b) similar    c) related    d) place
   5. I think she was ill___________.
      a) handled    b) advised    c) treated    d) prepared

   * more words: ill-conceived, interlinked, misquote, demobilize, overexpose, oversubscribed, relaunch, reinstate, reinvest

Unit 75

1 Rewrite the sentences using the word in capitals with an appropriate suffix. The meaning must stay the same.
   1. The hurricane is getting stronger as it heads towards land. INTENSE
   2. You don’t have to pay tax on this income. TAX
   3. This kind of vegetation is typical of the region. CHARACTER
   4. The building contains a system which removes pollution from the air. PURE
   5. You can’t hear a thing outside the studio. SOUND
   6. He needs to give a better explanation of his intentions. CLEAR
   7. If you leave that in the sun, it’ll just go hard. SOLID
   8. The plan I’ve devised can’t possibly go wrong. FOOL

   * more words: institutionalize, harmonize, rationalize, liquidize, vilify, magnify, falsify
Unit 76

1 Complete the sentences with a suitable preposition.

1. In your country, are children largely subservient _______ their parents?
2. Do most drivers show a total disregard _______ the speed limit?
3. What would you like to see a ban _______ in your country?
4. Do parents usually have a firm control _______ their teenagers?
5. Are most people resistant _______ advice on healthy eating?
6. Do people in your country generally have an aptitude _______ languages?
7. Do many people embark _______ a new career in middle age?
8. Do you agree that there is no substitute _______ hard work?

2 ABOUT YOUR COUNTRY Write your answers, or ask another student.

V: more words: allegiance to sth/sth, craving for sth, safeguard against sth, proportionate to sth, susceptible to sth, settle for sth

Unit 77

1 Cross out the noun which does not follow the preposition at the beginning.

1. on: balance / passing / merit / reflection
2. at: once / choice / short notice / the very least
3. in: the contrary / office / power / possession of
4. out of: respect / sight / luck / discussion
5. under: suspicion / danger / investigation / attack

V: more words: on account of, out of action, in accordance with, on hand, out of bounds, under duress, off the subject

Unit 78

1 Complete the crossword.

1. bizarre
2. famous and respected in a professional capacity
3. unhappy and depressed
4. impossible to imagine or believe
5. including all or most of the facts or details necessary
6. lacking flavour
7. failing to take enough care over something you are responsible for
8. baffled
9. not wearing clothes

V: more words: Use the synonyms feature boxes in the Oxford Advanced Learner's Dictionary, and look at: artificial, dirty, exciting, nervous, serious, wrong.
Unit 79

1 Use adverbs from the box to complete the sentences.

<table>
<thead>
<tr>
<th>invariably</th>
<th>indirectly</th>
<th>officially</th>
<th>purely</th>
<th>apparently</th>
<th>briefly</th>
<th>virtually</th>
<th>ultimately</th>
</tr>
</thead>
</table>

1 I met her _________ by chance outside the hairdresser's.
2 People who play chess are _________ good at logic puzzles.
3 She spoke _________ about her father, but I was disappointed. I wanted to hear more.
4 The outcome of the election is _________ certain; the polls give Lawson a 20 per cent lead.
5 The rise in interest rates is bound to affect us, at least _________.
6 He had a difficult choice to make but, _________, it was his decision and his alone.
7 I thought she had spread the rumour but _________ it was nothing to do with her.
8 He got us into the concert free, but _________ we should have paid.

2 Tick the best sentence ending. In some cases, both may be correct.

1 I'd invited too many people, and realistically
   a I should have realized that [ ].
   b I rang and told some not to come [ ].

2 The evening was freezing, but oddly enough
   a I took my coat [ ].
   b I hardly noticed [ ].

3 There wasn't enough food, but frankly
   a it was too late to do anything [ ].
   b I didn't care [ ].

4 Sue has a son, so naturally
   a I invited him too [ ].
   b she brought him [ ].

5 The guests were predominantly
   a from my neighbourhood [ ].
   b late arriving [ ].

6 By midnight I was practically
   a doing the washing up [ ].
   b asleep [ ].

[A] more words: undoubtedly, ostensibly, supposedly, outwardly, numerically, overtly

Unit 80

1 Complete the dialogues, explaining the literal meaning of the euphemisms. Look at the example first.

   ▶ He's getting on a bit. – You mean he _________.
   1 She's not exactly bright. – You mean she _________.
   2 He's visually impaired. – You mean he _________.
   3 The company are downsizing. – You mean they _________.
   4 They were hit by friendly fire. – You mean by _________.
   5 The cat has been put to sleep. – You mean it _________.
   6 He's a bit hard of hearing. – You mean he _________.
   7 I think she helped herself to the money. – You mean she _________.
   8 There's been some collateral damage. – You mean some _________.

[A] more words: put sb out of their misery, do sb in, men's/ladies' (room), in the family way, throw up, give up the ghost

206 REVIEW: ASPECTS OF LANGUAGE
Vocabulary building

The related forms of many words are included within the glossaries in the individual units (to find them, use the word list on pages 236–356). Other related forms are included in the tables below. The items in bold are all taught in the book, and the related forms all have a closely related meaning.

1 Adjectives and nouns

<table>
<thead>
<tr>
<th>ADJECTIVE</th>
<th>NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>addicted</td>
<td>addiction, addict</td>
</tr>
<tr>
<td>additional</td>
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<td>alien, alienated</td>
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2 Verbs and nouns

<table>
<thead>
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<th>VERB</th>
<th>NOUN</th>
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<td>accomplish</td>
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Test yourself
3 Nouns, verbs, and adjectives

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#### unit 2

| 1 | 1 | second thoughts |
| 2 | 5 | flying |
| 3 | 2 | on my mind |
| 4 | 6 | two minds |
| 5 | 3 | get out of |
| 6 | 7 | ulterior |
| 7 | 4 | believe this |
| 8 | 8 | tied up |
| 9 | 1 | crawling |
| 10 | 3 | sweet |
| 11 | 5 | dawned |
| 12 | 2 | thick |
| 13 | 4 | tied up |

#### Unit 3

| 1 | cut |
| 2 | barbed |
| 3 | 5 | clips |
| 4 | licence |
| 5 | 4 | rhymes |
| 6 | certificate |
| 7 | 2 | kin |
| 8 | 5 | weekend |
| 9 | 7 | fruit/slot |

#### Unit 4

| 1 | 1 | go out, spread, die down |
| 2 | 2 | light, put out |
| 3 | 3 | catch, fire, burst, go up |
| 4 | 1 | caught |
| 5 | 4 | burst |
| 6 | 6 | put it out |
| 7 | 2 | broke |
| 8 | 5 | on |
| 9 | 7 | setting |
| 10 | 3 | gone out |
| 11 | 5 | broke out |
| 12 | 2 | die down |
| 13 | 6 | burst into |
| 14 | 3 | went out |
| 15 | 7 | forest |
| 16 | 4 | put, out |
| 17 | 8 | spreading |
| 18 | 1 | considerable |
| 19 | 4 | fierce/widespread |
| 20 | 2 | principal |
| 21 | 5 | utter |
| 22 | 3 | widespread |
| 23 | 6 | classic |
| 24 | 1 | honour |
| 25 | 4 | effort |
| 26 | 7 | accent |
| 27 | 2 | faces |
| 28 | 5 | criticism |
| 29 | 8 | escape |
| 30 | 3 | summary |
| 31 | 6 | chaos |

#### Questions

1. What was the turnout?
2. We had a two-hour hold-up.
3. There was a breakdown on the motorway.
4. It was awful after the break-up.
5. What was the outbreak?
6. The outbreak of war was inevitable.
7. Turnout, let-down, tailbacks.
8. Write-off, break-up, outlay.

### Possible answers:

1. Were there many dropouts?
2. There was a five-mile tailback.
3. It was a setback (for him) when he failed the exam.
4. We had a two-hour hold-up.
5. There was a breakdown on the motorway.
6. It was awful after the break-up.
7. What was the outbreak?
8. The outbreak of war was inevitable.

| 1 | narrow-minded |
| 2 | last-minute |
| 3 | tongue-tied |
| 4 | single-minded |
| 5 | off-putting |
| 6 | broad-minded |
| 7 | open-minded |

### Unit 5

| 1 | go out, spread, die down |
| 2 | light, put out |
| 3 | catch, fire, burst, go up |
| 4 | caught |
| 5 | burst |
| 6 | put it out |
| 7 | broke |
| 8 | on |

### Unit 6

| 1 | go out, spread, die down |
| 2 | light, put out |
| 3 | catch, fire, burst, go up |
| 4 | caught |
| 5 | burst |
| 6 | put it out |
| 7 | broke |
| 8 | on |

### Unit 7

| 1 | Torrential |
| 2 | gale-force |
| 3 | utter/total |
| 4 | considerable/great |
| 5 | concerted |
| 6 | main/principal |
| 7 | extensive/widespread |
| 8 | fierce/strong/widespread |

### Answer key

| 1 | 1c |
| 2 | 2a |
| 3 | 3c |
| 4 | 4b |
| 5 | 5a |

### Unit 8

| 1 | eyesore, entirely |
| 2 | holds, take |
| 3 | made |
| 4 | settle, back |
| 5 | offence, reach |
| 6 | reached, entirely |
| 7 | prospect |
| 8 | success, entirely |
| 9 | 5 such thing |

### Unit 9

| 1 | eyesore, entirely |
| 2 | holds, take |
| 3 | made |
| 4 | settle, back |
| 5 | offence, reach |
### Unit 5

| 1 | reflect (4) | 4 | absorb (3) |
| 2 | absorbed (1) | 5 | count (1) |
| 3 | counted (2) | 6 | reflected (1) |
| 2 | shrugged (4) | 4 | favour (6) |
| 5 | circumstances |
| 2 | owes (5) | 5 | nodded (7) |
| 7 | stamped (3) |

3 1 We could see our faces reflected in the water.
2 She proposed that we leave the children behind. or She proposed leaving the children behind.
3 You can take dogs into shops in certain circumstances.
4 There were ten people there, not counting the two of us.
5 He proposed taking the car. or He proposed that we take the car.
6 I'll need to reflect on what he said.

4 1 count myself lucky
2 in favour of
3 under the circumstances
4 reflected badly on everyone

5 The correct prepositions are:
1 conducive to sth
2 fraught with (danger)
3 devoid of sth
4 immune to sth

### Unit 6

| 1 | reputable (5) | 5 | inexcusable |
| 2 | inclusive (6) | 6 | unforeseeable |
| 3 | inexplicable (7) | 7 | apologetic |
| 4 | comparable (8) | 8 | indescribable |

2 1 They excel at/in sport.
2 I think he was a worthy winner.
3 The party was uneventful.
4 The flat is unfurnished.
5 The trip was pointless.
6 It's an interesting vase but it's worthless.
7 The movement has a large following.
8 There is increasing recognition of its value, or People increasingly recognize its value.

3 1 housing (6) | 6 | pointless |
| 2 noticeable (7) | 7 | following |
| 3 apologetic (8) | 8 | furnished |
| 4 inclusive (5) | 5 | unforgivable/inexcusable |

4 1 finalize (4) | 4 | handling (7) |
| 7 | comparable |
| 2 excel (5) | 5 | pointless |
| 8 | heartless |
| 3 emotive (6) | 6 | mistook |

6 1 to keep himself
2 defend myself
3 origin of
4 make the confession
5 assured me/him/us, etc. It would
6 commit himself

7 Possible answers:
1 Where did this originate?
2 I want to simplify the procedure.
3 There is a lot of alcohol abuse or Alcohol abuse is very common.
4 Does the research give us an any/some indication of a link?
5 He's got to make a commitment.
6 Did she make a confession?
7 The boy suffered racial abuse.
8 I was surprised at the severity of the conditions.

### Unit 7

1 Possible answers:
Frail people are often dodgy (when they walk).
A paunch is a fat stomach.
Freckles are on your skin.
Hair can be ginger.
Chubby means a bit fat.
You wear a brace on your teeth.

2 1 show off (4) | 4 | straighten |
| 2 getting on for, gorgeous (5) | 5 | stick out |
| 3 cheeks (6) | 6 | cute |

3 1 true (4) | 4 | notice (7) |
| 7 | better |
| 2 help you (5) | 5 | more |
| 8 | can't |
| 3 positive (6) | 6 | don't notice |

4 1 pay (5) | 5 | stripes |
| 2 unflattering (6) | 6 | key |
| 3 features (7) | 7 | draw |
| 4 hips (8) | 8 | exaggeration |

### Unit 8

| 1 | B 2 B 3 G 4 G 5 B 6 B 7 B 8 G |
| 2 | 1 leaping/jumping (5) | 5 | misinterpret |
| 2 | look out (6) | 6 | not necessarily |
| 3 | observant (7) | 7 | gestures, excessive |
| 4 | display/show (8) | 8 | combination |

3 These words are correct:
1 make (3) | 3 | stroke (5) | 5 | with |
| 2 fist (4) | 4 | arms (6) | 6 | someone |
| 4 implication (2) | 2 | flirting |
| 3 leant/leaned, fancied/fancies (3) | 3 | stubborn/obstinate |
| 5 implies, mind, generalize (6) | 6 | fiddle |

### Unit 9

| 1 | limping (5) | 5 | chase |
| 2 | stagger (6) | 6 | marched |
| 3 | dash (7) | 7 | charged/dashed |
| 4 | galloped (8) | 8 | tiptoed/crept |
Unit 10
1 beeping 2 rattling 3 squeaking 4 slaming
2 slack 5 crack 6 pitched
3 crack 4 high 5 rumble
4 rustling 5 screeching 6 rattle
5 beeping 6 slamming
6 mice squeak 7 dog growl
7 owl hoot 8 cock crow
8 dogs bark 9 bees buzz
9 wolves howl
10 P 2 N 3 N 4 N 5 P 6 N 7 P 8 N
1 roar 2 howling/roaring 3 hooted
4 bark, bite 5 buzzing

Unit 11
1 sight/eyesight 2 discomfort 3 blinking
4 eliminate 5 glare 6 blurred
7 Sore, tired or burning eyes are classic symptoms of eye strain.
8 If your eyes are dry and irritated, try using eye drops.
9 He must be very short-sighted because he can't read the dictionary definitions.
10 You should get up and walk about to ease/relieve the problem of back pain.
11 Make a conscious effort to blink more often to prevent dry eyes.
12 Whenever I make too much noise in the office, my colleague glares at me.
3 haze 2 spectacular, breathtaking 3 caught sight of, spotted
4 stand, keep 5 only just, barely
6 came into, disappeared from

Unit 12
1 I was only just able to make out the boat on the horizon.
2 As I turned the corner, the house came into view.
3 Those stars are invisible without a telescope.
4 We could only just see the trees through the fog.
5 She eyed me very suspiciously.
6 The thief left the building and vanished into thin air.
7 I caught a glimpse of the thief as he ran out of the building. (I glimpsed the thief as...)
8 We watched the boat until eventually it disappeared from sight.

Unit 13
1 strain your ankle 2 high blood pressure
3 hay fever 4 upset stomach
5 nasty rash 6 splitting headache
7 itchy scalp 8 mouth ulcer
9 blisters 10 rash
11 diarrhoea 12 itch
13 constipated 14 pulled
15 dose 16 date
17 term aspirin 18 6 effects
19 letric 4 expectations
20 disorder/ache 5 persistent
21 encased 6 discarded

Unit 14
1 happy-go-lucky passion
2 within reason chatty
3 have a go really chatty
4 considerate down-to-earth
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**Unit 18**

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**Unit 19**

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**212 ANSWER KEY**
customary
frowned
manners
viewed
considered
Customs
regarded, respectful
offensive
discourteous/disrespectful
etiquette

put his foot-in-it
All three are possible.
cheers
her-foot-in-it
All three are possible.
comments, disgrace
All three are possible.
an-insolence
class
downright
manners
remark/comment
behaviour
exception
foot
taste

artichoke
ginger
pomegranate
squad
beetroot
almonds
coconut
radishes
papaya
kent
fennel
bean sprouts
Raisins and sultanas are types of dried fruit.
Sage and coriander are herbs.
Almonds and cashews are types of nut.
Paapaya and passion fruit are tropical fruit.
Ginger and cinnamon are spices.

cheese
garlic
butter
sauce
milk
flour
rice/fish/vegetables
fruit, vegetables, meat, bread, etc.
meat and some vegetables

grapes
bread
7 cake
chickens
cheese
fish

made a meal of it
to have his cake and eat it
chalk and cheese
eat my words
fish out of water
fishy/a bit fishy (to me)

Unit 21
streets
it all
around
wander
track
batteries
easy
atmosphere
undergone
unique
flourishing
unspoilt
remarkably
remote
thriving
stunning
diverse
off the beaten track/isolated
trek
retain
unwind/take it easy/chill out
restored

Unit 22
edge
unanimously
effects
adaptation
-biting
-tingling
out of
ghost
twist
applaud

Unit 23
round
runners-up
drawn
get through
victories
the rest
draw
knocked out
dominated
the first half
put us under a lot
we gave away a
got to pieces
let us down
no chance of
be relegated

ANSWER KEY 213
### Unit 24

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<td>subtle</td>
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<td>refreshing</td>
<td>enforce</td>
<td>implement</td>
<td>bring about/cause</td>
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<td>obvious</td>
<td>consumer</td>
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<tr>
<td>environmentally-friendly, eco-friendly</td>
<td>in season</td>
<td>food miles, our carbon footprint</td>
<td>maximize</td>
<td>enterprise, venture</td>
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<td>appliances</td>
<td>conserve</td>
<td>batteries, still, charger</td>
<td>saving</td>
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<td>out, extinct</td>
<td>in, wild</td>
<td>decline, gradual</td>
<td>reserve, habitat</td>
<td>danger, breed</td>
<td>species, becoming</td>
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There's no limit on the number of people granted political asylum in this country. Racial and sexual discrimination is against the law in matters of employment. Economic migration to richer countries has existed for centuries. There's been a rise in the deportation of illegal workers back to their home countries. Nearly half a million people were forced to flee their homes during the civil war, and many of them took refuge in the mountains, away from the fighting. Many families were uprooted against their will to make way for the new road.

1. fer towards
2. acclimatized
3. nostalgic nostalgia
4. stereotype stereotype
5. intergrity integration
6. natural native

Unit 33
1. protect someone’s confidentiality, get hold of something, clinical trial, enrol on a course, strictly confidential, cosmetic surgery
2. register
3. hours
4. referred
5. opinion

4. 1 S 2 S 3 D 4 S 5 D 6 S 7 D 8 D 9 S

1. kept
2. surgery
3. rushed

5. convalescence

Unit 34
1. resident
2. ensure
3. voluntary
4. council

2. to in
3. make take

3. councillors, behalf
2. councils, charity

1. consulted
2. consults

3. have

5. stick/stand, take
citizens
4 1 All three are possible.
   2 transport, road
   3 profile
   4 chairman, chairperson
   5 spokesperson, spokesman
   6 eligible, ineligible

5 1 police 4 agency 7 eligible
   2 promotes 5 budget 8 mayor
   3 chair 6 network

Unit 35
1 The following activities are illegal:
   smuggling, fraud, forgery, drug-trafficking.

   1 defrauding 2 trafficking 3 exploit 4 smuggle

   4 1 a constable
      2 an inspector/the chief constable
      3 the chief constable
      4 a magistrate/judge
      5 the police/a police constable/constable/officer/
         a policeman
      6 a solicitor
      7 a judge/magistrate
      8 someone awaiting trial/prisoner
      9 a prisoner/someone awaiting trial

5 1 about 2 police 3 detained 4 grounds
   5 cautioned

Unit 36
1 1 up
   2 me as a friend
   3 over a new leaf.
   4 justifiable
   5 imprisonment
   6 abolition of the law
   7 occupational hazard
   8 recidivism

2 1 rehabilitate
   2 deterrent
   3 capital

3 These are correct:
   1 confined 2 deviate 3 prisoners/inmates
   4 therapy 5 segregation 6 cells
   7 consent

   4 1 a self-assessment
      2 agreement
      3 exclusively

   4 1 proportion
      2 mutual
      3 therapeutic

   5 the draft

   6 authority

   7 distinguish

   8 missile

   9 conscription

   10 air force

   10 make a distinction

   11 nuclear capability

Unit 37
3 1 vast
   2 military
   3 composed
   4 fundamental
   5 combat
   6 diverse
   7 guard
   8 comprise
   9 deadly
   10 distinguish/differentiate
   11 encompasses
   12 serve

4 1 forces
   2 consist
   3 navy
   4 force
   5 command

   6 authority/command

   7 civil
   8 simply
   9 branch
   10 capability/weapon

   11 comprises/comprise

   12 considerable

Unit 38
1 B 2 B 3 G 4 B 5 B 6 G 7 G 8 B
   2 f 3 g 5 a 7 h 9 d
   2 c 4 b 6 j 8 e 10 f

3 1 New arms deal
   2 Blast wreck fire station
   3 Go-ahead for rail scheme
   4 Company chief ousted
   5 Boost for big banks
   6 Ministers to curb spending
   7 Kidnappers demand ransom
   8 Government urges delay
   9 Motorcyclist cleared of child's death
   10 Firm on brink of closure
Possible answers:
1. Blast wrecks new shopping centre
2. Police rule out new murder probe
3. Prime Minister vows to curb government spending
4. Ministers bid to oust PM
5. Rooftop surrounding stolen gems

Unit 39
1. opinion 5. controversial
2. lapse 6. scathing
3. emerged 7. allegation
4. doors 8. According
1. Amid/Amidst 5. sources
2. leaked 6. quoted
3. cover 7. scenes
4. According 8. measures

1. shooting firing
2. drip drop
3. thunderstorm storm
4. wave tide
5. raining flooding
6. flat level
7. goalkeeper goalposts
8. bend corner
9. burning blazing

1. under attack/fire 4. storm of
2. sparked 5. tight corner
3. foul play 6. drop, ocean

Unit 40
1. Both are correct 4. pencilled
2. excruciating 5. do
3. Both are correct 6. remaining
2. excruciating 5. puns
2. chronic 6. daren't
3. ensuing 7. rapid
4. punctured 8. tip
3 1 S 2 D 3 S 4 D 5 S 6 D 7 S 8 D
4. disorientated 5. stay
2. swim 6. odds
3. regain 7. drastic
4. dazed/disorientated 8. chances

Unit 41
1. All three are correct.
2. Intrude/pry
3. coverage/hoaxes
4. fame/privacy
5. singled out
2. survey 5. deserve
2. carried 6. personality
3. findings 7. eye
4. fame
3. privacy 3. pry, public
2. broadsheet 4. fame

Unit 42
1. T
2. T
3. F: A liberal believes in economic freedom and gradual political change.
5. F: Communists believe that everyone should own the means of production.

Unit 43
1. c. 2. a. 3. e. 4. g. 5. f. 6. d. 7. h. 8. b
2. We were close to the point where people couldn't deal with the situation. Food was in short supply, the situation was unpleasant and depressing, and many people had already left the city for good. Then at 7 a.m. yesterday the attack happened. A man who was just clearing 6 stones, bricks, and glass from a damaged building was shot by a hidden gunman. Amid the ensuing chaos, a small
group of rebel soldiers entered the nearby radio station and took control of it. The army immediately started firing at it, then, as night approached, they attacked. The rebels were defeated by the superior numbers and firepower of the army.

Unit 44
1 travel expenses pension scheme
2 car, travel, health
3 relocation, food, fuel
4 company, government, private/personal
5 healthcare, childcare
6 benefits (perks is too informal for a job advertisement)
7 pension
8 related
9 entitlement
10 allowance
11 provision
12 canteen

Unit 45
1 encountered
2 degree
3 was accountable to no one or wasn’t accountable to anyone
4 insight into
5 juggle
6 pros and cons
7 boss
8 solely
9 encountered
10 degree
11 lucrative
12 encroach
13 guaranteed
14 additional/extra/further
15 team spirit
16 pool resources
17 boost morale
18 undermine your authority
19 mutual respect
20 stifle creativity
21 He didn’t fit in.
22 She can use her initiative.
23 I find the work very fulfilling.
24 There was a lot of collaboration.
25 They had a common goal.
26 We think it will foster team spirit.
27 We can pool our resources.
28 They have a lot of mutual respect.

Unit 46
1 clinch
2 bid
3 set
4 joint
5 turned it down
6 acquisitions
7 former
8 lure/enticce
9 lying
10 balance
11 cards
12 takeover
13 imminent
14 dividend, shareholders
15 merger
16 hostile
17 backing
18 bankrupt/under
19 settles
20 fuel

Unit 47
1 weakening
2 hike
3 slump
4 plummeted/plunged
5 volatile/in turmoil/turbulent
6 gains
7 buoyant
8 ruffled/bounced back
9 soared
10 plummeted
11 turmoil
12 turbulent/volatile
13 debt
14 burn burst
15 contradicted
16 underpin
17 corporate
18 equities
19 fields
20 outlook, underlying
21 debt burden
22 conflicting advice
23 invest, equities
24 bubble, burst
25 under pressure

Unit 48
1 lose, debit, statement, transactions
2 current, credit, savings/deposit
3 keep, red
4 thrifty, extravagant
5 withdrew
6 overdraft
7 overdrawn
8 mount/build
9 outgoings
10 squanders
3 1 Surplus is different; shortfall/deficit mean an amount that is less than you need. 
2 Contingency is different; shortage both mean not having enough of something. 
3 Economize is different; take away/subscribe mean to take one number from another. 
4 Make contingency plans is different; economize/make cutbacks mean to reduce the amount you spend. 
5 Deficit is different; budget/fund mean an amount of money you have available to spend. 
6 Economize is different; work out/calculate mean to find the total number/amount of something.

4 1 shortages 6 budget 
2 shortfall 7 work out 
3 contingency 8 shortfall/deficit 
4 subsidy 9 cutbacks 
5 bail 10 per

Unit 49

1 1 prioritized 4 basis, wherever 
2 Both are correct. 5 anticipated 
3 Both are correct.

1 1 basis 5 delegate 
2 sticks 6 jot 
3 anticipate 7 matter 
4 scheduled 8 accomplished/achieved 

2 1 deluge 4 severely hit 
2 interminable 5 under control 
3 inundated 6 plague 

5 I need to set aside money for rent. 
2 I’ve lost my train of thought. 
3 We were hard hit by the price war. 
4 The work has been never-ending. 
5 Our spending has got out of hand. 
6 I had to break off from what I was doing. 
7 The situation is under control.

6 1 stream, overwhelmed/stressed/swamped 
2 unproductive 
3 deluge 
4 promptly 
5 stressed 
6 productive

Unit 50

1 1 set 4 set 6 halt 
2 settle 5 break 7 step up 
3 ballot

2 1 closures 4 deadlock 
2 dispute 5 privatize 
3 precedent 6 inclined (most likely) 

3 1 procrastination 4 intervention 
2 interference 5 wisdom 
3 resolution 6 prudence

4 1 P 2 P 3 A 4 A 5 P 6 A 7 P 8 A 
5 1 sort 5 blow 
2 intervene 6 proportion 
3 out 7 wise/prudent/sensible 
4 buck 8 resolved

Unit 51

1 15 25 35 4 D 55 6 D 75 8 D 
2 longer 
3 called 
4 found 
5 mailed 
6 reptile 
7 pick up 
8 giggling 
9 hectic

Unit 52

1 1 drives 
2 retaliated 
3 Both words are correct. 
4 overreact 
5 Both words are correct. 
6 incident 
7 led 
8 provoke 

1 1 road, incident 3 overreact 
2 dented 

3 1 if 2 e 3 g 4 b 5 d 6 h 7 c 8 a

4 1 The house took a long time to build, but the end result is fantastic. 
2 A What made you ring the doctor? 
3 B Oh, no reason. 
4 The new law came into effect at the beginning of June. 
5 Too much sunlight can have a detrimental effect on your skin. 
6 Current deforestation will have long-term repercussions/consequences. 
7 I’m not really sure what prompted him to resign so suddenly. 
8 What was the final outcome/result of the talks in Bali? 

8 One indirect result or knock-on effect will be price rises throughout the economy.

Unit 53

1 1 embellish 5 interrogated 
2 sustained 6 unacceptable 
3 humiliated 7 defective 
4 interrogation 8 commend

ANSWER KEY 219
2 1 economical 6 interrogated
2 talked 7 caught
3 embellish 8 humiliated
4 gloss 9 sustain
5 deteriorated 10 needless to
3 Formal: falsehood, confound sb, adversary, declare sth
Informal: phoney, fib, level with sb
Neutral: a white lie, deceit, distort
4 1 anonymously 5 declared
2 casualty 6 baffled/puzzled
3 posthumously 7 deceiving/deluding
4 half 8 distorted

Unit 54
1 1 growing 4 exacerbate
2 face up to 5 insoluble
3 arise/come up 6 confronting
2 1 worse 5 grips
2 urgent 6 perennial
3 raised 7 tackling/confronting
4 overcome 8 minor
4 1 esteem 4 regardless
2 get her down 5 trivial
3 articulate 6 channel
5 1 dented 5 behind
2 her stride 6 reassured
3 perspective 7 light
4 at rest 8 setback

Unit 55
1 extra- ultra-
2 destruction preservation
3 ruins remains
4 stables
5 on ruins in ruins
6 formerly formerly
2 1 formerly/ previously
2 up, renovate
3 run-down/dilapidated/ramshackle
4 decay/disrepair, abandoned (‘neglected’ is also possible here)
5 preserve
6 Middle, medieval
7 trace
8 ultra-
3 1 out 4 cutting edge
2 mint/perfect 5 new
3 good 6 hand
4 1 device 5 genuine
2 antique 6 packaging
3 ancient, reproductions 7 reproduces
4 reconditioned 8 up, innovative

Unit 56
1 a resounding victory, come unstuck, the secret of your success, turn out badly, a stroke of luck, fulfill your potential
2 1 G 2 B 3 B 4 G 5 G 6 G
3 1 overcome 3 to strength 5 turned
2 stroke 4 secret 6 potential
4 The informal words and phrases are:
1 make a go of it 4 –
2 flop 5 up against it
3 past it 6 way
5 1 came
2 make
3 Both words are correct.
4 way
5 make
6 Both words are correct.
6 1 I don’t like to tell him he’s past it. – Hmm, It’s a tricky situation. Don’t envy you.
2 Any chance he’ll make a comeback? – No, his last film flopped badly.
3 Did she come top in the public vote? – Yes, but she was up against it.
4 He let himself down in the exam. – Yes, he only just scraped got through.
5 Her interview was an unmitigated disaster. – Yes, she was way out of her depth.

Unit 57
1 at the last minute, over time, in retrospect, with hindsight, behind the times, at one time, from time to time, for the time being, in due course
2 1 retrospect 6 flown
2 hindsight 7 course
3 leaves, minute 8 At
4 about high 9 over
5 before my time 10 for the time being
4 1 an interval 5 during
2 Both words are correct.
3 Both words are correct.
4 spell
5 1 throughout/during
2 break
3 During
4 spell
5 phase/stage/time
6 age
7 soon
8 extend
9 gap
10 elapsed/passed/gone by
Unit 58
1 bloke/guy 2 nicked/pinched 3 moaning 4 vile/disgusting 5 tight-fisted/tight/stingy 6 quid 7 lousy 8 loo
1 pain (in the neck) 4 drag 2 laugh 5 cheeky/nerve 3 rip-off 6 get-together
3 1 illness 3 sleep 5 food 2 noise 4 money 6 criticism
4 1 Cheers = Ta 2 din = racket 3 stick = flak 4 starving = dying for something to eat 5 love = darling 6 thrashed = hammered
5 1 broke 5 kip 8 bug 2 daft 6 connected 9 into 3 laid-back 7 dodgy 10 posh 4 nosy

Unit 59
1 It's no good/use worrying about it. 2 off the top of my head 3 in one ear and out the other 4 could do with 5 My mind went a complete blank 6 under the weather
2 1 mind 5 there/somewhere 2 head 6 weather 3 blank 7 keep you waiting 4 bet 8 and out the other
4 1 false 2 don't know the answer 3 not being 4 possible 5 I don't know 6 don't expect 5 1 're joking/"re kidding' can't be serious 2 way/chance 3 is as good as mine 4 one of those days 5 bet 6 foregone conclusion 7 luck 8 to lose 9 say that again 10 your day.

Unit 60
1 down 4 worth 7 worlds 2 falls 5 true 8 ground 3 battle 6 of your own
2 1 a world of her own 2 resort 3 keep his feet on the ground 4 else falls 5 lose face 6 good to be true 7 letting her hair down 8 the best of both worlds
4 1 Guess 4 some 7 equal 2 know 5 admit 8 believe 3 earth 6 wonder
5 1 Do you know if it's open, by any chance? or Do you happen to know if it's open? 2 How old are you, if you don't mind me/ my asking?
3 She looks about 20, but believe it or not, she's only 13. or ... but she's only 13, believe it or not. 4 He's been very ill, so no wonder he looks thin.
5 I'm hoping to go, but the thing is, I've got a meeting on the same day.
6 There are many exceptions, but all things being equal, I think men are better cooks than women.
7 The book is every bit as violent as all his others.
8 It was a beautiful day, but for some reason, the beach was deserted; I can't think why.

Unit 61
1 push and shove 2 long and hard 3 pick and choose 4 sooner or later 5 back to front 6 rules and regulations 7 first and foremost 8 sick and tired
2 1 cheerful 5 bustle, tired 2 order, corruption 6 error 3 later 7 sound 4 foremost, objectives 8 forth

Unit 62
1 mouse 4 feather 7 ox 2 cakes 5 log 8 dream 3 bone 6 sieve
2 1 He's deaf as a post. 2 She's blind as a bat. 3 She's as thin as a rake. 4 It worked like a dream. 5 She went/ was as white as a sheet. 6 They were as good as gold. 7 She went/ was as red as a beetroot.
8 He's got a mind like a sieve.

ANSWER KEY 221
Unit 63
1 communicate
2 claim
3 criticized
4 raise
5 interrupted
6 prolong
7 retaliate
2 1 I never expected him to own up to the crime.
2 Nothing can make up for the loss of earnings.
3 She tried to talk me out of giving up my job.
4 Do you think they'll ever do away with the monarchy?
5 He isn't easily taken in.
6 Try and talk him into coming.
7 Did they take the shed to pieces apart?
8 Have they made up?
3 1 go-by get by
2 cropped out cropped up
3 Correct
4 missing out of missing out on
5 bump in bump into
6 Correct
4 1 turned up showed up
2 pick up
3 shake off
4 sink in
5 pick up
6 gone down with
7 wear off
8 pick up

Unit 64
1 mind you
2 at any rate
3 even so
4 as a matter of fact
5 on the whole
6 It's true; even so; all the same
7 Anyway/Anyhow
8 actually/to be honest/to tell you the truth
1 1 in any case
2 broadly speaking
3 to be honest
4 to a large extent
5 all the same
6 Broadly speaking
7 In any case
8 To tell you the truth
3 alternatively
3 1 incidentally
2 to be honest/as a matter of fact
3 On the whole/By and large/Broadly
4 speaking
5 Mind you
6 besides/anyway
7 Anyway/Anyhow
8 actually/to be honest/to tell you the truth
4 1 to be honest
2 Alternatively
3 It's true; All the same
4 Mind you
5 By the way
6 As for
7 Besides
8 by and large

Unit 65
1 somewhere in the region
2 sort of pretending to be ill
3 have stacks/tuns/loads/bags of rice
4 or something of that sort
5 give or take a few minutes
6 tomorrow somehow or other
7 along those lines.
8 round about 6.30
2 1 I've completed round about 50 per cent of the project.
2 He looks kind of depressed.
3 His job is something to do with marketing.
4 Do you know who all that stuff belongs to?
5 I imagine we'll get fifty odd people at the meeting.
6 We've got tons of vegetables so I'd better make some soup.
7 She must be getting on for 80 or threabout, I would say.
8 We could get him a book or something (like that)/along those lines) for his birthday.

Unit 66
1 It's a small world.
2 Once bitten, twice shy.
3 The more the merrier.
4 Famous last words.
5 So far, so good.
6 First come, first served.
7 Out of sight, out of mind.
8 Easier said than done.
2 1 twice shy
2 so good
3 world
4 out of mind
5 never tell
6 the merrier
7 said than done
8 first served
9 calling the kettle black
4 1 blood is thicker than water; charity begins at home.
2 love is blind; beauty is only skin deep.
3 two wrongs don't make a right; the end justifies the means.
4 live and let live; let sleeping dogs lie.
5 two heads are better than one; practice makes perfect.
6 Prevention is better than cure. Actions speak louder than words.
Love is blind.
Blood is thicker than water.
Lightning never strikes twice. Charity begins at home.
6 1 never 7 good news
2 sorry 8 justifies the means
3 once 9 don’t make a right
4 lie 10 strikes twice
5 perfect 11 than cure
6 better than one 12 for an eye
7 1 Practice makes perfect.
2 Two heads are better than one.
3 You’re only young once.
4 Blood is thicker than water.
5 No news is good news.
6 Money talks.
7 Two wrongs don’t make a right.
8 Better late than never.
9 Live and let live.
10 Let sleeping dogs lie.
11 Love is blind.
12 An eye for an eye.

Unit 67
1 1 condolences 5 Following/Further to our conversation
2 see 6 concerning
3 delighted to 7 yesterday, I now have the necessary
4 forward 8 documents.
5 
2 1 enquire
2 regret, inform
3 intention, terminate
4 Should, require, further, do not hesitate, contact
5 Following/Further to, conversation, I
would be grateful, concerning.

3 1 I am writing in response to your article
about supermarket packaging.
2 We look forward to hearing from you.
3 I am writing in reply to your letter of 17
October.
4 Thank you for your letter concerning/
regarding the pre-service training course
at CDO.
5 Please find enclosed a copy of my birth
certificate.
6 I am writing in reply to your appeal for
donations following the tsunami disaster.
7 Please accept my sincere condolences on
the death of your grandfather.
8 I would like to draw your attention to the
final clause of the lease.
9 As you will see from my CV, I have extensive
experience in sales and marketing.
10 With reference to your letter of 17 May, I
am enclosing the documents you requested.

4 Possible answers:
1 I am writing in response to your
advertisement for a receptionist in
yesterday’s paper.
2 Please find enclosed a photocopy of my
driving licence.

3 Following/Further to our conversation
yesterday, I now have the necessary
documents.
4 Should you require any further
information about my qualifications,
please do not hesitate to contact me.
5 I would be grateful if you could send me a
brochure and price list.
6 I am delighted to inform you that your
application has been successful/that you
have been given the job/post.

5 1 N 3 N 5 P 7 P 9 N
2 P 4 P 6 N 8 N 10 N
6 1 stated
2 abrupt/cut/nude
3 sample
4 spell
5 superfluous/irrelevant
6 straightforward

Unit 68
1 1 thus/hence 4 prior to
2 albeit 5 in view of
3 notwithstanding 6 Hitherto
2 1 henceforth
2 thus/hence
3 Prior to
4 With regard to/Regarding/Concerning
5 Notwithstanding
6 In conclusion

Unit 69
1 1 sum up / summarize 5 criterion
2 assessment 6 presentation
3 narrator 7 argument
4 assess/evaluate 8 present
2 1 narrative
2 summary
3 incoherent
4 stylistic
5 criteria
6 command
7 register
8 discursive
3 1 condemnation
2 conclusion
3 hypothesize
4 exemplified
5 assertion
6 justification

4 1 She outlined her ideas.
2 She had one hypothesis.
3 She highlighted certain points.
4 She wouldn’t condone his behaviour.
5 She didn’t adopt a clear position.
6 She went on to explore the idea in more
dept.
7 She couldn’t justify her ideas.
8 In the end, she sat on the fence.

Unit 70
1 1 betrayal
2 portrayal
3 defiance
4 embodiment
2 1 insanity
2 resilient
3 merciless/merciless
4 pitiful

ANSWER KEY 223
<table>
<thead>
<tr>
<th>Unit 71</th>
<th>Unit 73</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 objective, objectivity</td>
<td>1 humorous humble</td>
</tr>
<tr>
<td>biased, bias</td>
<td>2 weekend way</td>
</tr>
<tr>
<td>empirical, empiricism</td>
<td>3 interest information</td>
</tr>
<tr>
<td>verify, verification</td>
<td>4 drink day</td>
</tr>
<tr>
<td>hypothesize, hypothesis</td>
<td>5 tired displeased</td>
</tr>
<tr>
<td>scrutinize, scrutiny</td>
<td>6 turn talk</td>
</tr>
<tr>
<td>2 facet</td>
<td>7 two-days today</td>
</tr>
<tr>
<td>2 scrutiny</td>
<td>8 laughs love (or laughing out loud)</td>
</tr>
<tr>
<td>3 hypothesis</td>
<td>9 letters lips</td>
</tr>
<tr>
<td>3 unit</td>
<td>10 concerned confused</td>
</tr>
<tr>
<td>3 procedure</td>
<td>11 make mind</td>
</tr>
<tr>
<td>4 empirical</td>
<td>12 read remember/recall</td>
</tr>
<tr>
<td>3 duplicate/replicate</td>
<td>2 Hi, thanks for your message. Are you going to</td>
</tr>
<tr>
<td>subjectively</td>
<td>see Sally this weekend? Please give her</td>
</tr>
<tr>
<td>1 defective</td>
<td>lots of love. :) Alice</td>
</tr>
<tr>
<td>2 abnormal</td>
<td>Dinner last night was excellent. Thanks O</td>
</tr>
<tr>
<td>3 unit</td>
<td>Will you be in tonight? Hope to see you</td>
</tr>
<tr>
<td>3 Gen, cells</td>
<td>later. Joe</td>
</tr>
<tr>
<td>5 mutation</td>
<td>Sorry, but I'm probably going to be late</td>
</tr>
<tr>
<td>3 insert</td>
<td>for the meeting. I will ring you with more</td>
</tr>
<tr>
<td>3 repel/flight</td>
<td>information later. Please start without me.</td>
</tr>
<tr>
<td>4 molecular</td>
<td>Bye for now, Zoe</td>
</tr>
<tr>
<td>4 hereditary</td>
<td>Hi, can you phone me as soon as possible?</td>
</tr>
<tr>
<td>4 short-lived</td>
<td>I have something important to tell you! My</td>
</tr>
<tr>
<td>3 immune</td>
<td>lips are sealed. All the best, Suzie</td>
</tr>
<tr>
<td>3 defect</td>
<td>Could you speak to your dad before the</td>
</tr>
<tr>
<td>3 defective</td>
<td>weekend? If I recall/remember correctly, he</td>
</tr>
<tr>
<td>3 unit</td>
<td>will be in tomorrow. Lots of love. Steffi.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 72</th>
<th>Unit 74</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 b 3 c 5 a 7 a 9 b</td>
<td>1 interaction 7 misfire</td>
</tr>
<tr>
<td>2 a 4 b 6 c 8 b 10 c</td>
<td>2 misconception 8 ill-informed</td>
</tr>
<tr>
<td>2 establish</td>
<td>3 misdiagnose 9 miday</td>
</tr>
<tr>
<td>2 sway</td>
<td>4 ill-prepared 10 ill-advised</td>
</tr>
<tr>
<td>3 moving</td>
<td>5 interdependent 11 interrelated</td>
</tr>
<tr>
<td>4 withstand/resist</td>
<td>6 mistreat 12 misjudge</td>
</tr>
<tr>
<td>5 meet</td>
<td>2 1 misinformed</td>
</tr>
<tr>
<td>5 rigorous</td>
<td>2 mishandled/mismanaged</td>
</tr>
<tr>
<td>3 withstand/stand up to/resist</td>
<td>3 mistreated/ill-treated</td>
</tr>
<tr>
<td>2 sway</td>
<td>4 ill-informed</td>
</tr>
<tr>
<td>3 occupants/residents</td>
<td>5 mislaid/misplaced</td>
</tr>
<tr>
<td>4 determine/establish</td>
<td>6 misprints</td>
</tr>
<tr>
<td>5 girders/supports</td>
<td>7 misconceived</td>
</tr>
<tr>
<td>6 load</td>
<td>8 misdiagnosed</td>
</tr>
<tr>
<td>7 counteract</td>
<td>9 miscalculated</td>
</tr>
<tr>
<td>8 reinforced</td>
<td>10 interrelated</td>
</tr>
<tr>
<td>224 ANSWER KEY</td>
<td></td>
</tr>
<tr>
<td>Unit 75</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1. characterize</td>
<td>6. industrialize</td>
</tr>
<tr>
<td>2. solidify</td>
<td>7. electrolyte</td>
</tr>
<tr>
<td>3. clarify</td>
<td>8. pacify</td>
</tr>
<tr>
<td>4. symbolize</td>
<td>9. exemplify</td>
</tr>
<tr>
<td>5. legalize</td>
<td></td>
</tr>
<tr>
<td>2. 1. economize</td>
<td>5. pacify</td>
</tr>
<tr>
<td>2. intensified</td>
<td>6. purify</td>
</tr>
<tr>
<td>3. visualize</td>
<td>7. privatize</td>
</tr>
<tr>
<td>4. vandalized</td>
<td>8. quantify</td>
</tr>
<tr>
<td>4. a trouble-free life, a soundproof room, a proof.</td>
<td></td>
</tr>
<tr>
<td>5. ovenproof</td>
<td>4. bulletproof</td>
</tr>
<tr>
<td>6. waterproof</td>
<td></td>
</tr>
<tr>
<td>Unit 76</td>
<td></td>
</tr>
<tr>
<td>1. 1. against</td>
<td>5. over</td>
</tr>
<tr>
<td>2. on</td>
<td>6. for</td>
</tr>
<tr>
<td>3. for</td>
<td>7. from</td>
</tr>
<tr>
<td>4. for</td>
<td>10. for</td>
</tr>
<tr>
<td>4. about</td>
<td></td>
</tr>
<tr>
<td>2. 1. regard</td>
<td>5. aptitude</td>
</tr>
<tr>
<td>2. compilation</td>
<td>6. dips</td>
</tr>
<tr>
<td>3. extract/excerpt</td>
<td>7. restriction</td>
</tr>
<tr>
<td>4. grudge</td>
<td>8. control</td>
</tr>
<tr>
<td>3. 1. d. 2. f. 3. a. 4. b. 5. c. 6. e.</td>
<td></td>
</tr>
<tr>
<td>4. 1. representative</td>
<td>6. subject</td>
</tr>
<tr>
<td>2. dependent</td>
<td>7. live</td>
</tr>
<tr>
<td>3. subservient</td>
<td>8. resistant</td>
</tr>
<tr>
<td>4. reconciled/resigned</td>
<td>9. stems</td>
</tr>
<tr>
<td>5. intent</td>
<td>10. reminiscent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 77</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1. at</td>
</tr>
<tr>
<td>2. On</td>
</tr>
<tr>
<td>3. in</td>
</tr>
<tr>
<td>2. by choice</td>
</tr>
<tr>
<td>3. at once</td>
</tr>
<tr>
<td>3. on reflection</td>
</tr>
<tr>
<td>4. at the very least</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 78</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1. perplexed</td>
</tr>
<tr>
<td>2. conceivable</td>
</tr>
<tr>
<td>3. Both are correct.</td>
</tr>
<tr>
<td>4. a notorious/an infamous</td>
</tr>
<tr>
<td>5. bizarre</td>
</tr>
<tr>
<td>6. Both are correct.</td>
</tr>
<tr>
<td>2. 1. notorious</td>
</tr>
<tr>
<td>2. wicked</td>
</tr>
<tr>
<td>3. unconvincing</td>
</tr>
<tr>
<td>4. puzzled/baffled</td>
</tr>
<tr>
<td>5. inconceivable</td>
</tr>
<tr>
<td>6. Both are correct.</td>
</tr>
<tr>
<td>4. 1. naked bare</td>
</tr>
<tr>
<td>2. childlike</td>
</tr>
<tr>
<td>3. Correct</td>
</tr>
<tr>
<td>4. invaluable worthless/valueless</td>
</tr>
<tr>
<td>5. nude naked</td>
</tr>
<tr>
<td>6. Correct</td>
</tr>
<tr>
<td>7. negligent negligible</td>
</tr>
<tr>
<td>8. naked nude</td>
</tr>
<tr>
<td>5. 1. comprehensive</td>
</tr>
<tr>
<td>2. childlike</td>
</tr>
<tr>
<td>3. conclusive</td>
</tr>
<tr>
<td>4. exhaustive</td>
</tr>
</tbody>
</table>
Unit 79

1  Evidently
2  curiously (enough)/strangely (enough)/
   oddly (enough)
3  Practically
4  presumably
5  basically
6  frankly/personally

2 1  frankly
2 2  Apparently
3 3  ultimately
4 4  obviously
5 5  naturally
6 6  curiously enough

3 1  Officially
2 2  Financially/Commercially (speaking)
3 3  Realistically
4 4  Socially
5 5  Technically
6 6  Logically
7 7  Theoretically (speaking)
8 8  Traditionally

4 1  concerned
2 2  mentally
3 3  indirectly
4 4  speaking
5 5  Traditionally
6 6  As far as

5 1  relatively/somewhat
2 2  simply/purely
3 3  strictly
4 4  relatively
5 5  briefly/chiefly
6 6  invariably
7 7  simply/truly
8 8  strictly

6 1  primarily/chiefly/predominantly
2 2  invariably
3 3  briefly
4 4  equally
5 5  forever
6 6  truly
7 7  precisely

Unit 80

1 1  friendly fire
2 2  practical
3 3  hard of hearing
4 4  let him go
5 5  passed away
6 6  helping
7 7  put it to sleep
8 8  impaired

2 1  Did she help herself to a couple of pens?
2 2  The company is downsizing.
3 3  The animal was put down.
4 4  My dog Barty is not exactly clever.
5 5  The president’s getting on.
6 6  There was a lot of collateral damage.
# Answer key to review units

## Expanding your vocabulary

### Unit 1

| 1 | ambiguous          |
| 2 | transparent/self-explanatory |
| 3 | old-fashioned     |
| 4 | poke fun           |
| 5 | disapproving      |
| 6 | precise           |
| 7 | interchangeable/synonyms/synonymous |
| 8 | virtually         |

### Unit 2

| 1 | It suddenly dawned on me who had stolen my mobile. |
| 2 | I'm in two minds about the job.                  |
| 3 | In his haste, he sent the vase flying.           |
| 4 | She ate some chocolate, which kept her going until she was rescued. |
| 5 | The laptop's a bargain and comes with free software. |
| 6 | Do many people try to get out of paying tax?    |
| 7 | That/It was sweet of you to do that for me.     |
| 8 | Changing his job is the last thing on his mind. |

### Unit 3

| 1 | look          |
| 2 | shoes, equipment |
| 3 | off/putting   |
| 4 | hold-up       |
| 5 | passer-by, next of kin |
| 6 | car           |
| 7 | setback, break-up |
| 8 | drawing pin   |
| 2 | open-minded  |
| 2 | last-minute   |
| 3 | nursery rhymes |
| 4 | shortcut or short cut |
| 5 | turnover      |
| 6 | absent-minded |
| 7 | spare part    |
| 8 | shake-up      |
| 9 | breakdown     |
| 10| barbed wire   |

### Unit 4

| 1 | caught fire  |
| 2 | broken out   |
| 3 | spread rapidly |
| 4 | gale-force winds |
| 5 | advance warning |
| 6 | a narrow escape |
| 7 | put it out   |
| 8 | growing concern |
| 9 | face the prospect |
| 10| held responsible |

### Unit 5

| 1 | lick          |
| 2 | count         |
| 3 | reflect       |
| 4 | absorb        |
| 5 | shrug         |
| 6 | stamp         |
| 7 | favour        |
| 8 | circumstances |
| 9 | raise         |
| 10| propose       |
| 11| hung          |

### The word in the grey squares is 'information'.

| 1 | apologetic |
| 2 | excel       |
| 3 | occupied    |
| 4 | pointless   |
| 5 | for to      |
| 6 | finalizing  |
| 7 | emotional   |
| 8 | heartless   |
| 9 | severity    |

### Unit 7

| 1 | h         |
| 2 | f         |
| 3 | a         |
| 4 | b         |
| 5 | g         |
| 6 | c         |
| 7 | e         |
| 8 | d         |

### Unit 8

| 1 | flirting |
| 2 | fan ced  |
| 3 | fiddling |
| 4 | contact  |
| 5 | conclusion(s) |
| 6 | leaning  |
| 7 | folded   |
| 8 | going    |
| 9 | misinterpreted |

**REVIEW ANSWER KEY 227**
Unit 9
1. Possible answers:
   1. Perhaps because they had injured their leg or foot.
   2. If someone was riding it in a race.
   3. For pleasure. / To enjoy yourself.
   4. So that no one could hear or see you.
   5. Not usually.
   7. To give yourself some variety.
   8. Do some exercise. / Work out at the gym.

Unit 10
1. rattled 5. beeped 8. squelched
2. rumbled 6. screech 9. creaking
3. rustled 7. slammed 10. pitched
4. splashing
2. 1. roar 4. rattle 7. buzz
2. creak 5. screech 8. slam
3. howl 6. bark

Unit 11
1. barely 5. tears
2. breathtaking 6. blinking
3. blurred 7. spectacular
4. warily 8. alleviate

Unit 12
1. TOUCH: tap, vigorous, squeeze, stroke, slide, pinch
   SMELL: stench, fragrance, aroma, musty, pungent
   TASTE: bland, insipid, peppery

Unit 13
1. effects 5. persist 8. lethargic
2. excess 6. itchy 9. blisters
3. upset 7. dose 10. ulcer
4. sprained
   The phrase in the grey squares is 'expiry date'.
2. These words are correct:
   1. long-term, short-term
   2. persistent, splitting
   3. dose, dosage
   4. the speed limit, all my expectations
   5. an itchy scalp, a nasty rash
   6. Drowsiness, lethargy

Unit 14
1. cynicism 5. naivety
2. skepticism 6. spontaneity
3. affectionate 7. passionate
4. charisma 8. virtuous

Unit 15
1. reveal/disclose
2. uneasy/uncomfortable
3. devastated/heartbroken
4. ecstatic/over the moon
5. hit the roof / went mad
6. suppress / bottle up
7. cautious/guarded

Unit 16
1. an instant dislike to me
2. talking about me behind my back
3. everything to gain/win/earn his respect
4. a strain on me
5. and confide in my boss
6. he resented the fact
7. really tough decision
8. decided to stick up for myself
9. but as time has gone by
10. feel that things are looking up

Unit 17
1. idolize 5. criticize 8. principles
2. rebel 6. idealist 9. heroine
3. crude 7. footsteps 10. down
4. inspire
   The word in the grey squares is 'dedication'.

Unit 18
1. These are correct:
   1. a mess, a fuss
   2. broken, deprived
   3. beneficial, detrimental
   4. All three are correct
   5. an unappealing
   6. All three are correct.

Unit 19
1. 1 P 2 N 3 N 4 P 5 N 6 N 7 N 8 P
2. 1. put
2. foot
3. exception
4. customary/usual, regard/view/consider,
   upper, middle, regard/view/consider
5. frown
6. etiquette/custom
Leisure and lifestyle

Unit 20
1 d 2 e 3 a 4 f 5 b 6 h 7 c 8 g
2 Suggested answers:
You can use a corkscrew to open a bottle of wine.
You beat eggs with a whisk.
A raisin is a kind of dried fruit.
You drain things with a colander.
Lentils are a kind of pulse.
You can braise things in a casserole.
You use a ladle to serve soup.
A cashew is a kind of nut.
You use a wok to stir-fry food.
Sage is a kind of herb.

Unit 21
1 Lisbon is surrounded by seven hills, and from most of them you have stunning views of this remarkable city, which has managed to retain so much of its diverse architecture and cultural heritage. But it is also a modern, thriving European capital, and in recent years many of the old buildings have been restored. Today, the most popular parts is the Alfama, where you can wander around and soak up the charms of the old town. The Chiado district is famous for shops and restaurants, but for really vibrant nightlife, head for the Bairro Alto. Then after all that, you can unwind on the nearby beaches of Cascais and Estoril: wonderful places to recharge your batteries.
2 1 unique: the only one of its kind
2 off the beaten track: far away from other people and houses
3 unspoiled: beautiful because it hasn't changed
4 cobbled streets: streets with a surface of old round stones
5 take it easy: relax and do very little
6 trek: a long hard walk
7 undergo something: experience a process of change
8 charm: very attractive/pleasant qualities or features

Unit 22
1 biting 4 miscast 7 tears/death
2 audiences 5 clichés 8 rubbish
3 edge 6 effects
2 negative: dire, tedious, mediocore, feeble, unconvincing, atrocious
positive: sensational, fabulous, phenomenal, brilliant, extraordinary

Unit 23
1 These are correct:
1 promoted, relegated
2 under pressure, off form
3 a lait, a great, an outside
4 home, a neutral venue
5 through, knocked out
6 runners-up
2 1 drawn, eliminated / knocked out
2 victory, last
3 run, unbeaten, form
4 top, gave away

Unit 24
1 M C O M P O S T S
E L
R S P
A A B B U S H H A W
D W N E D I
O N L E D E L
W M B H E D G E S D
W O F E R T I L E L
E W
E I
E E N R I C H D F
D R O O T S S E
2 1 roots 7 enrich
2 wildlife 8 fertile
3 seeds 9 hedge
4 meadow 10 prune
5 bulb 11 lawnmower, shed
6 weed 12 spade

Unit 25
1 1 impulse 4 around 7 gambler
2 pursuit 5 spree 8 debts
3 addict 6 hunting 9 tag
2 1 before after
2 minutes minute
3 for on
4 induce indulge
5 out off
6 addicted
3 to for
4 searching search

Unit 26
1 1 socialize 6 pop 10 make
2 loner 7 lay 11 host
3 company 8 liven 12 get-together
4 join 9 drawn 13 away
5 awkward
8 deterrence deterrent

REVIEW ANSWER KEY 229
### A changing world

**Unit 27**
1. irreversible 3. ongoing 5. gone back
2. subtle 4. sweeping 6. practice

**Unit 28**
1. How to be green: dos and don'ts
   - Eat locally produced fruit and vegetables to reduce food miles.
   - Try to eat fruit and vegetables that are in season.
   - Recycle most of your waste rather than throwing it away.
   - Use energy-saving light bulbs, which emit less CO₂.
   - Use rechargeable batteries.
   - Don't use a tumble dryer: it consumes/uses masses of energy.
   - Maximize natural light in order to minimize the use of electric lights.
   - Don't leave electrical appliances such as TVs on standby.
   - Avoid things which are disposable and designed to be thrown away after use.

**Unit 29**
1. deforestation 5. captivity
2. wiped 6. wild
3. extinction 7. reserves
4. habitat 8. toll

**Unit 30**
1. eradicated, wiped out
2. invasive
3. bed, a wheelchair
4. All three are possible.

**Unit 31**
1. log in/on or log on/off
2. cyberspace or cybercafé
3. scroll up or scroll down (or scroll bar)
4. e-business or e-learning
5. a virtual community or virtual office or virtual reality
6. upload something or download something

**Unit 32**
1. fee
2. native
3. refuge
4. asylum
5. shock

**Institutions**

**Unit 33**
1. confidential
2. opinion
3. surgery
4. spotless/immaculate
5. trials
6. informed
7. referral
8. discharged
9. recuperate/convalesce/recover
10. feet

**Unit 34**
1. a government grant
2. American citizens
3. are you eligible to vote
4. to chair tomorrow's meeting
5. to ensure that (also see that)
6. The party's manifesto
7. voluntary sector
8. high-profile jobs

**Unit 35**
1. d 2 a 3 g 4 b 5 h 6 c 7 e 8 f

**Unit 36**
1. abolition, abolish
2. imprisonment, imprison
3. deviation, deviate
4. justification, justify
5. segregation, separate
6. confinement, confine
7. rehabilitation, rehabilitate
8. consent, consent
9. turning out over
10. locked out up
11. capital punishment
12. common mutual consent
13. regard et as
14. on in crisis
15. occupying occupational hazard
16. deterrence deter
News and current affairs

Unit 38
1 Possible answers:
   1 A government minister has been forced out of his/her job.
   2 A transport plan has been given encouragement.
   3 A business agreement on weapons has been given approval.
   4 A family is going through a very bad experience over a ransom.
   5 Someone is trying/attempting to end a kidnapping.
   6 A hotel has been destroyed by an explosion.

Unit 39
1 According to
2 under attack/fire
3 scathing remarks
4 were leaked to the press
5 the tide will now
6 has been quoted as saying
7 a temporary lapse of judgement
8 a tight corner

Unit 40
1 shelter 6 excruciating
2 stay 7 dare
3 take a chance 8 remaining
4 dazed/disorientated 9 rapid
5 regain

Unit 41
1 coverage 4 deserve
2 scandal 5 intrusion
3 alleged 6 privacy
4 exclusive 9 allegations
5 tabloids

Unit 42
1 Possible answers:
   1 We had a discussion about left-wing policies.
   2 They want to maintain the status quo.
   3 I don’t know who’s in the driving seat.
   4 We’ll put the document under the microscope.
   5 I’d be opposed to the proposal.
   6 He laid the foundations for the policy.
   7 There is equality in our company.
   8 The prime minister is heading in the right direction.

Unit 43
1 shoots
2 available
3 unpleasant and depressing
4 bricks and stones
5 explosives
6 leave / go away from
7 without, pattern
8 military, army / armed force, capture

Work and finance

Unit 44
1 relocation
2 scheme, performance
3 leave, provision
4 canteen, subsidized
5 entitled, entitlement

Unit 45
1 trust, respect
2 All three are possible.
3 juggle
4 a degree
5 undermine, disrupt
6 foster, promote

Unit 46
1 take it lying down
2 likely to mount (on launch) an advertising campaign
3 no choice but to tighten our belts
4 to go down that road
5 fuelling fears of a global recession
6 wait till the dust settles
7 The bid was turned down
8 the move will set off a fresh round

Unit 47
1 Rising and stable: soar, surge, boom, buoyant, rally, gains
2 Falling and unstable: plunge, turbulence, plummet, volatile, slash, turmoil, slump
2 1 investors 5 equities/shares
2 debt 6 outlook
3 pressure 7 burst
4 trigger 8 conflicting/contradictory

Unit 48
1 1 statement 6 outgoings
2 red 7 budget
3 overdrawn 8 bail
4 fund 9 make
5 squandering (or wasting) 10 track

Unit 49
1 1 achieve/accomplish
2 prioritize
3 stick/keep
4 anticipate
5 Schedule/Timetable/Organize/Arrange
6 set
7 Delegate

Unit 50
1 1 steaks stakes
2 make set
3 ballet ballot
4 set settle
5 privatization privatization
6 inclined inclined
7 interference intervention
8 off out

Unit 51
1 1 hum 6 neglect
2 sniff 7 photocopier
3 giggle 8 pet
4 absent 9 put
5 hectic 10 poke your nose

Concepts

Unit 52
1 1 result 4 bad 7 reason
2 car 5 a person 8 negative
3 force 6 an income

Unit 53
1 1 humiliated 5 embellish
2 phoney 6 adversary
3 interrogation 7 unpleasant
4 anonymously 8 namely

Unit 54
1 1 trivial 6 articulate
2 perennial 7 exacerbate
3 arise 8 light
4 confront 9 urgent
5 tackle

The word in the grey squares is 'insoluble'.

Unit 55
1 1 $ 2 D 3 D 4 $ 5 D 6 $ 7 $ 8 D

Unit 56
1 1 potential
2 make
3 resounding ('remarkable' is also possible)
4 against
5 way ('well' is also possible)
6 depth
7 letting
8 obstacles
9 way
10 overcome
11 breakthrough
12 wrong
13 strength
14 fulfil

Unit 57
1 Possible answers:
1 should have set out earlier / should have left earlier / should have taken a taxi.
2 his life considerably by several years.
3 after the film ended / after 10.00.
4 of development.
5 he did / he turned up.
6 I (have to) work on Saturdays/Sundays.
7 had to stand / were very bored
8 he shouldn't have been let out / that was too short.

Spoken English

Unit 58
1 1 ticked nicked
2 flan flak
3 rug bug
4 creek cheek
5 jacket racket
6 light tight
7 lying dying
8 drug drag
2 1 laugh
2 broke
3 blokes/guys
4 guys/blokes
2 stick/flack
6 lousy/vile/
3 disgust
4 guys
5 neck
9 cheek
6 moaning
10 back

Unit 59
1 1 Your guess is as good as mine is.
2 You're not kidding! I don't believe it.
3 Yes, it's been one of those bad days.
4 Don't you ask me. He never tells me a word.
5 No any such luck. I'm afraid.
6 No, but there's no use of worrying.
7 No; it goes in one ear and out the other.
8 Well, you've got nothing fer to lose.
Unit 60
1 1 what 4 wonder 7 battle
2 2 bit 5 earth 8 know
3 3 not 6 worth
4 1 All things being equal, I'd rather live in
the centre, or I'd rather live in the centre,
all things being equal.
5 She seems to live in a world of her own.
6 Exercise is every bit as important as what
you eat, or what you eat is every bit as
important as exercise.
7 I rang him but for some reason he didn't
answer, or I rang him but he didn't
answer for some reason.
8 How much did they charge you, if you
don't mind me asking?
9 It's great to let your hair down after a
hard week, or after a hard week, it's
great to let your hair down.

Unit 61
1 1 pick and choose
2 back to front
3 aims and objectives
4 hustle and bustle
5 back and forth
6 bright and cheerful
7 rules and regulations
8 trial and error

Unit 62
1 1 good 4 strong 7 sieve
2 quiet 5 red 8 log
3 dry 6 dream

Unit 63
1 do away with / abolish
own up / confess
crop up / happen unexpectedly
take sth apart / dismantle
take sb in / deceive
drag sth out / prolong
hit back / retaliate
butt in / interrupt
turn up / arrive

Unit 64
1 These phrases are correct:
2 As a matter of fact
3 on the whole / by and large, Mind you, to
be honest
4 at any rate / anyhow, incidentally
5 alternatively
6 I agree / it's true, even so
7 Besides

Unit 65
1 1 so / whereabouts
2 odd / something / or whereabouts
3 region
4 somehow
5 take
6 something
7 stuff
8 lines

Unit 66
1 1 Live and let live.
2 Easier said than done.
3 Two heads are better than one.
4 Once bitten, twice shy.
5 Blood is thicker than water.
6 Two wrongs don't make a right.
7 money
8 merrier
9 practice
10	no, good
11 safe, sorry
12 sight, mind
13 sleeping
14 come, served

Written English

Unit 67
1 straightforward / easy to understand
2 complicated / convoluted
3 abrupt / brusque
4 unnecessary / superfluous
5 relevant / pertinent

Unit 68
1 albeit, although
2 prior to, before
3 notwithstanding, in spite of
4 in view of, considering
5 thus, therefore

Unit 69
1 evaluate, evaluation
2 condemn, condemnation
3 assert, assertion
4 summarize, summary
5 hypothesize, hypothesis
6 justify, justification
7 exemplify, example
8 outline, outline

Unit 70
1 depict
2 convey
3 mercy
4 embody
5 protagonist
6 downfall
7 portrayal
8 synopsis

The word in the grey squares is 'commentary.'
Unit 71
1 not usually fully understood
2 describing doing
3 largest smallest
4 not
5 declines changes
6 replace copy
7 unsuccessfully
8 weak strong
2 1 hypothesize 5 unbiased
2 hereditary 6 verification
3 scrutinize 7 immunity
4 defective 8 molecular

Unit 72
1 1 The central core of a building is often made of reinforced concrete.
2 Large steel girders are placed between the vertical columns to hold the building together.
3 The exterior walls are made by attaching panels made of glass or metal to the building.
4 Skyscrapers undergo rigorous tests to determine/establish/assess whether they can withstand high winds.
5 All support beams are lifted by cranes and then put in place.
6 The design has to comply with strict safety regulations before construction begins.
7 All buildings have to conform to physical constraints imposed by climate and geology.
8 Mechanical devices may be added to counteract or resist motion.
9 All construction has to go through the most stringent/rigorous/thorough safety checks.
10 The building’s support columns are usually anchored in the footings.

Unit 74
1 1 advanced 4 similar, place
2 advantaged 5 handled
3 virus

Unit 75
1 1 The hurricane is intensifying as it heads towards land.
2 This income is tax-free.
3 This kind of vegetation characterizes the region.
4 The building contains a system which purifies the air.
5 The studio is soundproof.
6 He needs to clarify his intentions.
7 If you leave that in the sun, it will just solidify.
8 The plan I’ve devised is foolproof.

Unit 76
1 1 to 4 over 7 on
2 for 5 to 8 for
3 on 6 for

Unit 77
1 1 passing 4 discussion
2 choice 5 danger
3 the-contrary

Unit 78
1 1 weird 6 tasteless
2 eminent 7 negligent
3 deserted 8 perplexed
4 inconceivable 9 naked
5 comprehensive

Unit 79
1 1 purely 4 virtually 7 apparently
2 invariably 5 indirectly 8 officially
3 briefly 6 ultimately
2 a 3 a and b 5 a
2 b 4 a and b 6 b

Unit 80
1 Possible answers:
1 ’s unintelligent
2 ’s got very poor eyesight.
3 ‘re dismissing/sacking people
4 our own side
5 ’s dead or ’s been killed by the vet
6 can’t hear (very well) or ’s rather deaf
7 stole it
8 ordinary citizens/people have been killed/ injured

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